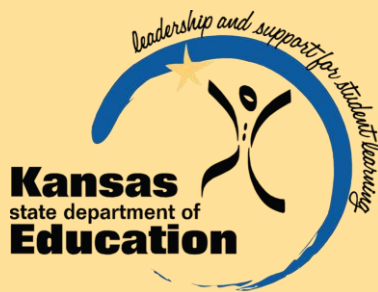




KANSAS EDUCATOR EVALUATION PROTOCOL KEEP



August 2011

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KANSAS EDUCATOR EVALUATION PROTOCOL, (KEEP)

Philosophy of KEEP

Evaluation is to assess performance and facilitate professional growth to increase student learning aligned with district mission and goals. The evaluation reflects research-based evidence; is systematic and continuous and is developed between the teacher, the school administration and district leadership using multiple data points as part of a formative and summative review process. Together the expectations are defined, with enhanced communication, prioritized district goals and focus attention on the roles of improving learning and the culture for learning for all students. The KEEP system reflects a shared commitment to the ongoing involvement of students, teachers and other district staff, parents and community stakeholders as valued partners in setting the direction of the district and as participants in all district improvement efforts. The evaluation recognizes that educators must exhibit personal and professional integrity, fairness and ethical behavior in decision-making and in the performance of all duties.

The Purpose of KEEP

The Kansas Educator Evaluation Protocol process will:

- serve as a guide to reflect upon and improve effectiveness as an educator;
- guide professional learning and provide opportunities for personal and professional growth as an educator;
- serve as a tool in developing coaching and mentoring programs;
- acknowledge strengths and improve performance;
- align with the achievement of academic, social, emotional and developmental targets for all learners in the school and the district;
- be ongoing and connected to district improvement goals;
- reflect systems approach that supports professional integrity.

Constructs, Components and Rubrics

While the responsibilities of educators are many and varied, not all areas of practice need to be measured in an evaluation system. The Interstate Teacher Assessment and Support Consortium (InTASC) and the Interstate School Leadership Licensure Consortium (ISLLC) Standards provide some guidance on what can be measured and a charge to remain focused on the educator's responsibility in promoting the success of all learners. Using the InTASC and ISLLC standards as the foundation, the Kansas Educator Evaluation Protocol System has identified key areas, or constructs, for evaluation of district leaders, building leaders and teachers.

The constructs represent the big ideas to be considered for evaluation. In the Kansas system, the constructs are further defined by relevant components. These components reflect the research-based practices of educators that impact student achievement. In the KEEP System, each level of educator practice will be examined and assessed using rubrics developed for each of the components below.

For each component there are descriptors of practice at four levels of performance. The levels of performance are provided as a tool not only for evaluation, but also to support self-assessment, goal setting and professional learning in a continuous improvement model.

Kansas Descriptors of Levels of Performance

X4-----Educator consistently exhibits a high level of performance on this component.

X3-----Educator usually exhibits a more than adequate level of performance on this component.

X2-----Educator sometimes exhibits an adequate level of performance on this component.

X1-----Educator rarely exhibits an adequate level of performance on this component.

The rubrics that follow are organized by construct and component and will guide the examination and assessment of educator practice by the practitioner and the evaluator. These rubrics will also assist in the collection and selection of evidence to support the evaluation process.

STATUTORY AND REGULATORY LANGUAGE

Related statutes that include evaluation requirements and contract information, such as continuing contract requirements and negotiated agreements, are outlined below. Professional practice information and licensure requirements are also included. Full text of the statutes and other supporting regulations are provided in the appendix of this document.

Article 54 – Teacher’s Contracts

72-5413, 72-5445 and others

The terms and conditions of professional service include a requirement for professional employee appraisal procedures. The terms of this act apply to teachers who have completed a) not less than three consecutive years of employment and been offered a fourth contract or b) two consecutive years and been offered a third contract if at any time they completed the years of employment specified in a). Remaining portions of the statute describe other contract considerations.

The Professional Negotiations Act, 72-5413, lists the terms and conditions of professional service that are mandatorily negotiable and the complete document can be found in the appendix.

Article 90 – Evaluation of Licensed Personnel

72-9003 Policy of personnel evaluation; adoption; forms; contents; time

72-9004 Evaluation policies; criteria; development; procedure; evaluation required prior to contract nonrenewal.

Each board must adopt written policies for evaluation procedures with input from persons to be evaluated and the evaluators. Persons to be evaluated participate in the evaluation with an opportunity for self-evaluation. Evaluations of the chief administrator are made by the board. A contract may not be non-renewed prior to completion of an evaluation that complies with board policy. Timetable for evaluations is based on years of experience and is the minimum requirement.

Years 1 and 2: at least once per semester prior to the 60th day (if not employed the full semester and evaluation is not required).

Years 3 and 4: at least one time per year, no later than February 15.

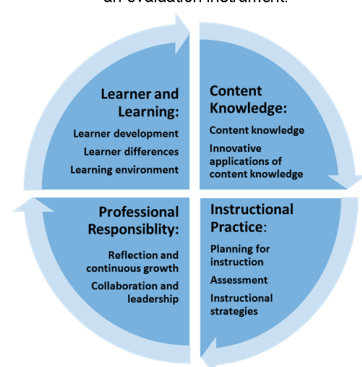
Thereafter: at least once every three years prior to February 15 of the evaluation year

Learner and Learning
1. The teacher plans instruction based on learning and developmental levels of all students.
2. The teacher recognizes and fosters individual differences to establish a positive classroom culture.
3. The teacher establishes a classroom environment conducive to learning.

Professional Responsibility
1. The teacher engages in reflection and continuous growth.
2. The teacher participates in collaboration and leadership opportunities.

Teacher Constructs and Components

The four DRAFT constructs to be measured in an evaluation instrument:



Content Knowledge
1. The teacher demonstrates a thorough knowledge of content.
2. The teacher provides a variety of innovative applications of knowledge.

Instructional Practice
1. The teacher uses methods and techniques that are effective in meeting student needs.
2. The teacher uses varied assessments to measure learner progress.
3. The teacher delivers comprehensive instruction for students.

Setting Direction
1. The building leader will lead stakeholders team in developing vision, mission, and goals.
2. The building leader will lead the development of a plan to implement the school vision with stakeholders.
3. The building leader will lead the implementation of a school improvement plan.

Making the Organization Work
1. The building leader will create a positive culture for learning and teaching.
2. The building leader will direct and manage resources and facilities.
3. The building leader establishes and sustains a culture of collaboration with staff and community members to achieve school and district goals.

Building Leader Constructs and Components

The four DRAFT constructs to be measured in an evaluation instrument:



Developing the Learner
1. The building leader will monitor the instructional program and provide support based on student data.
2. The building leader will share student learning results.
3. The building leader will implement a variety of student activities.
4. The building leader will provide student support services.

Developing Staff
1. The building leader will conduct staff evaluations.
2. The building leader will guide professional development (courses, coaching, mentoring, evaluation).
3. The building leader will develop a community of practice (high expectations and collaboration).
4. The building leader focus on leadership and retention. *

Setting Direction and Making the Organization Work
1. The district leader will establish and communicate the district vision to support student learning and development.
2. The district leader will develop, implement and monitor a strategic plan that addresses continuous improvement.
3. The district leader will secure and allocate resources to meet optional needs and to support the district strategic plan.

Engaging Stakeholders and External Influencers
1. The district leader will advocate for educational policy (local, state, national).
2. The district leader will collaborate with the local community and special interest groups.

District Leader Constructs and Components

The four DRAFT constructs to be measured in an evaluation instrument:



Supporting Learner Growth and Development
1. The district leader will implement a rigorous and relevant curriculum and support services that promote success for all students.
2. The district leader will support rigorous and relevant instruction.
3. The district leader will use an assessment and accountability system to support student learning.

Developing Staff
1. The district leader will establish and maintain a culture of learning that builds collective efficacy and demands continuous learning for all staff.
2. The district leader will establish and maintain a process for staff evaluations.
3. The district leader will create a system that uses data to drive professional development that is aligned with district goals and improvement plans and supports a differentiated professional development program.
4. The district leader builds and sustains capacity for leadership throughout the system.

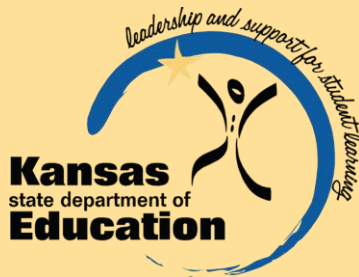
*Building Leader Developing Staff Construct 3.3 and 3.4 have been combined.
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DRAFT

June 9, 2011

TEACHER EVALUATION

KANSAS EDUCATOR EVALUATION PROTOCOL KEEP



KANSAS TEACHER EVALUATION PROCESS

STEP 1 Annual Review of Evaluation Process and Procedures

To be accomplished within the first 10 calendar days of the school year:

- Group overview for everyone in the building
- Detailed orientation for those being evaluated with mentors to review materials and timeline.

NEW TEACHERS

STEP 2 Intensive Training for New Teachers & New to District/Building Teachers

- Detailed orientation for those being evaluated with mentors to review materials and timeline.
- Teacher and mentor meet prior to beginning process.
- New teachers meet as a cohort group.

STEP 3 Self-Reflection Assessment and IDP Completion

- Teacher completes self-reflection/assessment and draft goals in conjunction with mentor (completed prior to one-on-one conference)
- Within first 30 calendar days of the start of the school year:**
- One-on-one detailed conference with evaluator and teacher to outline the process, prioritize constructs/components, set data sources, timelines, and potential professional learning activities and identify resources.

STEP 4 Observation Cycle

- Pre-Observation Conference
- Observation
 - Informal: 3-5 per cycle
 - Formal: 2 for first cycle, one scheduled 3 for the second cycle, one scheduled
- Post-Observation Conference (feedback/reflection)

STEP 5 Summative Conference/Evaluation

- Review and discuss data sources and teacher performance according to the rubrics
- Revisit and Re-evaluate professional goals (see Step 3)
- Summative evaluation form(s) completed and signed by the 60th day of the semester
- Teacher has 14 days to respond, in writing

REPEAT STEPS 4 & 5 FOR THE SECOND CYCLE

EXPERIENCED TEACHERS

STEP 2 Self-Reflection Assessment and IDP

- Teacher updates self-reflection/assessment and draft goals in conjunction with mentor/peer (completed prior to one-on-one conference)
- Within first 45 calendar days of the start of the school year:**
- One-on-one detailed conference with evaluator and teacher to outline the process, prioritize constructs/components, set data sources, timelines, and potential professional learning activities and identify resources.

STEP 3 Observation Cycle

- Pre-Observation Conference
- Observation
 - Informal: 3-5 observations per cycle
 - Formal: 3 observations, one scheduled
- Post-Observation Conference (feedback/reflection)

STEP 4 Summative Conference/Evaluation

- Review and discuss data sources and teacher performance according to the rubrics
- Revisit and Re-evaluate professional goals (see Step 3)
- Summative evaluation form(s) completed and signed by February 15th
- Teacher has 14 days to respond, in writing

Plan of Assistance

- Teacher should receive a formal list of items that need to be fixed.
- Administration helps teacher find ways (PD Activities, classes) to gain any needed training.
- Continued cycle of observation (this should be more frequent than "On Cycle" teacher).
- Assign a trained mentor who can facilitate improvement.
- Teacher has to continue to collect artifacts and reflect upon those artifacts.
- Teacher observes other classrooms that are strong in teacher's weakness.

KANSAS TEACHER EVALUATION RUBRICS

Construct 1: Learner and Learning

To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary individually, that students bring unique individual differences to the learning process, and that students need supportive and safe learning environments to thrive. Demonstration of the teacher's proficiency in Learner and Learning is evidenced by:

1.1 Learner Development

The teacher planned instruction based on the learning and developmental levels of all students. Key indicators include: planning instruction, aligning instruction with student learning needs, using a variety of approaches and resources, providing adaptation of instruction.

1.2 Learner Differences

The teacher recognized and fostered individual differences to establish a positive classroom culture. Key indicators include: getting to know all students, using that knowledge of students to create a culture of respect, meeting needs of all students.

1.3 Learning Environment

The teacher established a classroom environment conducive to learning. Key indicators include: collaborating with students, establishing a safe, respectful and academically challenging environment.

1.1 Learner Development: The teacher planned instruction based on the learning and developmental levels of all students.

X1 <input type="checkbox"/>	X2 <input type="checkbox"/>	X3 <input type="checkbox"/>	X4 <input type="checkbox"/>
<p>The evidence indicates that the teacher did not or infrequently planned instruction that aligns with students' developmental levels and learning needs.</p> <p>The evidence indicates that the teacher relied on a single teaching approach and resource.</p> <p>The evidence indicates that the teacher did not or infrequently provided adaptation of plans and instruction, and the adaptation that was provided was often not appropriate to the students' learning needs.</p>	<p>The evidence indicates that the teacher planned instruction that partially aligns with students' developmental levels and learning needs.</p> <p>The evidence indicates that the teacher incorporated some teaching approaches and resources.</p> <p>The evidence indicates that the teacher provided some adaptation of plans and instruction that met some of the student's learning needs.</p>	<p>The evidence indicates that the teacher planned instruction that aligns with students' developmental levels and learning needs.</p> <p>The evidence indicates that the teacher regularly used a variety of teaching approaches and resources.</p> <p>The evidence indicates that the teacher adapted plans and instruction, when appropriate, to meet all students' learning needs.</p>	<p>The evidence indicates that the teacher consistently and effectively planned instruction that closely aligns with students' learning needs and developmental levels.</p> <p>The evidence indicates that the teacher consistently and effectively used a variety of appropriate teaching approaches and resources.</p> <p>The evidence indicates that the teacher consistently and effectively adapted plans and instruction, when appropriate, to meet all students' learning needs.</p>

Comments:

Sources of Evidence for Planning Instruction Based on the Learning and Developmental Levels of All Students.

What You Want to Demonstrate	Possible Evidence	Performance Considerations
Planning and alignment of instruction	Teacher lesson plans	Lesson and unit plans reflect consistent alignment with the students' learning needs and illustrate how the teacher takes into consideration the developmental levels of all students.
Using a variety of teaching approaches and resources	Teacher lesson and/or unit plans Student work samples Learning style inventories Observations (by peers or evaluators)	Lesson plans and student work consistently reflect a variety of approaches to help students learn. Observations or artifacts of classroom activities over a period of time provide evidence of the variety.
Adapting instruction to meet student needs	Teacher reflection Samples of student work Conference notes with colleagues	The teacher consistently reflects on instruction both during and after and provides both written and oral evidence of this.

1.2 Learner Differences: The teacher recognized and fostered individual differences to establish a positive classroom culture.

X1 <input type="checkbox"/>	X2 <input type="checkbox"/>	X3 <input type="checkbox"/>	X4 <input type="checkbox"/>
<p>The evidence indicates that the teacher did not or infrequently took steps to learn about students as individuals and as learners.</p> <p>The evidence indicates that the teacher did not or infrequently incorporated knowledge of individual students to create a classroom culture of respect and rapport that meets the needs of all students.</p>	<p>The evidence indicates that the teacher took partial steps to learn about students as individuals and as learners.</p> <p>The evidence indicates that the teacher began to use knowledge of individual students to create a positive culture that meets the needs of all students.</p>	<p>The evidence indicates that the teacher regularly took steps to learn about students as individuals and as learners.</p> <p>The evidence indicates that the teacher regularly incorporated knowledge of student diversity to create a positive culture of respect and rapport that meets the needs of most students.</p>	<p>The evidence indicates that the teacher consistently and effectively took steps to learn about students as individuals and as learners.</p> <p>The evidence indicates that the teacher consistently and effectively incorporated knowledge of student diversity to create a positive culture of respect and rapport that meets the needs of all students.</p>

Comments:

[illegible]

Sources of Evidence for Recognizing and Fostering Individual Differences to Establish a Positive Classroom Culture.

What You Want to Demonstrate	Possible Evidence	Performance Considerations
Knowledge of all students	Student surveys Student writing Parent surveys Student attendance data	The teacher consistently interacts with students in a respectful manner, encouraging and respecting them as they share their thoughts and experiences.
Using knowledge of students to create a culture of respect among all students	Student reflections/contributions of personal experience Classroom rules Behavior and/or office referrals	Student writing and discussion provides consistent evidence of contributions of personal experiences to the topics being studied during class.

1.3 Learning Environment: The teacher established a classroom environment conducive to learning.

X1 <input data-bbox="440 245 487 291" type="checkbox"/>	X2 <input data-bbox="781 245 828 291" type="checkbox"/>	X3 <input data-bbox="1122 245 1170 291" type="checkbox"/>	X4 <input data-bbox="1463 245 1511 291" type="checkbox"/>
<p>The evidence indicates that the teacher did not or infrequently collaborated with students to promote student ownership of the learning.</p> <p>The evidence indicates that the teacher did not or infrequently established a safe, respectful, and academically engaging environment for students.</p>	<p>The evidence indicates that the teacher began to collaborate with students to promote student ownership of the learning.</p> <p>The evidence indicates that the teacher began to establish a safe, respectful, and academically engaging environment for students.</p>	<p>The evidence indicates that the teacher regularly collaborated with students to promote student ownership of the learning.</p> <p>The evidence indicates that the teacher regularly established a safe, respectful, and academically engaging environment for students.</p>	<p>The evidence indicates that the teacher consistently and effectively collaborated with students to promote student ownership of the learning.</p> <p>The evidence indicates that the teacher consistently and effectively established a safe, respectful, and academically challenging environment for all students.</p>

Comments:[illegible]

Sources of Evidence for Establishing a Classroom Environment Conducive to Learning

What You Want to Demonstrate	Possible Evidence	Performance Considerations
Collaboration with students	Classroom rules developed collaboratively Student surveys Student developed rubrics	The teacher can be seen consistently involving students in various classroom activities, giving the student opportunities to give direction to their own learning.
Establishing a safe, respectful, and academically challenging environment	Lesson plans Classroom expectations Observations (by peers or evaluators) Student work samples Feedback to students	Student work provides consistent evidence that they are being academically challenged at their appropriate level.

Construct 2: Content Knowledge

Teachers must have a deep and flexible understanding of their content area(s) and be able to draw upon it as they work with students to access information, apply knowledge in real world settings, and work with meaningful issues. Demonstration of the teacher's proficiency in Content Knowledge is evidenced by:

2.1 Content Knowledge

The teacher demonstrated a thorough knowledge of content. Key indicators include: encouraging use of multiple representations, explanations, and a wide variety of experiences building student understanding.

2.2 Innovative Applications of Content Knowledge

The teacher provided a variety of innovative applications of knowledge. Key indicators include: using problem solving, critical thinking skills and technology, exploring and delivering content through real world application of knowledge, collaborating with colleagues to provide cross-curricular opportunities.

2.1 Content Knowledge: The teacher demonstrated a thorough knowledge of content.

X1 <input type="checkbox"/>	X2 <input type="checkbox"/>	X3 <input type="checkbox"/>	X4 <input type="checkbox"/>
<p>The evidence indicates that the teacher did not or infrequently displayed knowledge of the important content in the discipline and identification of possible student misconceptions.</p>	<p>The evidence indicates that the teacher displayed limited knowledge of the important content in the discipline and identification of possible student misconceptions.</p>	<p>The evidence indicates that the teacher displayed knowledge of the important content in the discipline, used multiple representation and explanations, understood how these relate to each other, and identified student misconceptions.</p>	<p>The evidence indicates that the teacher displayed extensive knowledge of the important concepts in the discipline by consistently and effectively using multiple representations, explanations, and a wide variety of experiences and opportunities.</p>
<p>The evidence indicates that the teacher did not or infrequently used strategies to build understanding of content for all students.</p>	<p>The evidence indicates that the teacher began to use strategies to build understanding of content for all students.</p>	<p>The evidence indicates that the teacher regularly used strategies to build a deep understanding of content for all students.</p>	<p>The evidence indicates that the teacher consistently and effectively used strategies to build a deep understanding of content for all students.</p>

Comments:[illegible]

Sources of Evidence for Showing Knowledge of Content.

What You Want to Demonstrate	Possible Evidence	Performance Considerations
Knowledge of content by encouraging use of multiple representations, explanations, and a wide variety of experiences	Lesson plans aligned to content standards Curriculum committee work documentation Observations of strategies used to deliver content (by peers or evaluators)	Evidence observed shows the teacher consistently provides a variety of instructional strategies that provide students a range of experiences to learn content.
Built student understanding	Student work samples Student feedback and reflection pieces Teacher developed assessments and rubrics Student involvement in content contests	Student work, judged according to a rubric, consistently shows understanding of key content area topics.

2.2 Innovative Applications of Content Knowledge: The teacher provided a variety of innovative applications of knowledge.

X1 <input type="checkbox"/>	X2 <input type="checkbox"/>	X3 <input type="checkbox"/>	X4 <input type="checkbox"/>
<p>The evidence indicates that the teacher did not or infrequently used problem solving, critical thinking skills, and technology to explore and deliver content.</p> <p>The evidence indicates that the teacher did not or infrequently provided opportunities to students for real world application of content.</p> <p>The evidence indicates that the teacher did not or infrequently collaborated with colleagues to provide purposeful cross-curricular learning opportunities.</p>	<p>The evidence indicates that the teacher used limited problem solving, critical thinking skills, and technology to explore and deliver content.</p> <p>The evidence indicates that the teacher provided limited opportunities to students for real world application of content.</p> <p>The evidence indicates that the teacher began to collaborate with colleagues to provide purposeful cross-curricular learning opportunities.</p>	<p>The evidence indicates that the teacher regularly used problem solving, critical thinking skills, and technology to explore and deliver content.</p> <p>The evidence indicates that the teacher regularly provided opportunities to students for real world application of content.</p> <p>The evidence indicates that the teacher regularly collaborated with colleagues to provide purposeful cross-curricular learning opportunities.</p>	<p>The evidence indicates that the teacher consistently and effectively used problem solving, critical thinking skills, and technology to explore and deliver content.</p> <p>The evidence indicates that the teacher consistently and effectively provided opportunities to students for real world application of content.</p> <p>The evidence indicates that the teacher consistently and effectively collaborated with colleagues to provide purposeful cross-curricular learning opportunities.</p>

Comments:

Sources of Evidence for Providing a Variety of Innovative Applications of Knowledge.

What You Want to Demonstrate	Possible Evidence	Performance Considerations
Use of problem solving, critical thinking skills, and technology	<p>Problem-solving based assignments with student responses</p> <p>Student created videos</p>	Evidence consistently shows effective use of critical thinking skills in developing content-based assignments; questions promote evaluation and synthesis rather than recall.
Explored and delivered content through real world application of knowledge	<p>Portfolio of materials associated with real world application of topics of study</p> <p>Feedback from community member regarding a project tied to a real-world activity</p>	A collection of student work over a period of time consistently shows practical application of content
Collaborated to provide cross curricular learning opportunities	<p>Co-Curricular performances tied to the subject area</p> <p>Unit plans from collaborative planning</p>	Evidence from lesson plans shows students making use of a variety of content areas within one activity.

Construct 3: Instructional Practice

Effective instructional practice requires that teachers understand and integrate planning, instructional strategies, and assessment in coordinated and engaging ways. Demonstration of the teacher's proficiency in Instructional Practice is evidenced by:

3.1 Planning for Instruction

The teacher used methods and techniques that are effective in meeting student needs. Key indicators include: planning rigorous activities, using objectives that align with standards, meeting needs of students.

3.2 Assessment

The teacher used varied assessments to measure learner progress. Key indicators include: providing opportunities for students to demonstrate learning, using assessment data to inform instruction, providing feedback that encourages students to take responsibility for the learning.

3.3 Instructional Strategies: The teacher delivered comprehensive instruction for students.

Key indicators include: Using a variety of strategies to engage and challenge students, incorporating strategies to differentiate and scaffold instruction, engaging student in higher order thinking skills.

3.1 Planning for Instruction: The teacher used methods and techniques that are effective in meeting student needs.

X1 <input type="checkbox"/>	X2 <input type="checkbox"/>	X3 <input type="checkbox"/>	X4 <input type="checkbox"/>
The evidence indicates that the teacher did not or infrequently planned activities that connect with district, state, and/or national standards to meet the needs of students.	The evidence indicates that the teacher planned activities that partially connect with district, state and/or national standards to meet the needs of students.	The evidence indicates that the teacher regularly planned rigorous and challenging activities using objectives that align with district, state and/or national standards to meet the needs of all students.	The evidence indicates that the teacher consistently and effectively planned rigorous and challenging activities using objectives that align with district, state and/or national standards to meet the needs of all students.

Comments:

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Sources of Evidence for Using Methods and Techniques that are Effective in Meeting Student Needs.

What You Want to Demonstrate	Possible Evidence	Performance Considerations
Planned rigorous activities	Formative and summative assessments Observations (by peers and evaluators) Student work samples showing the rigor of the assignments Teacher and student reflections	Evidence from student work consistently shows that lessons are planned using challenging and appropriate activities.
Used objectives that align with standards	Lesson plans noting relevant standards Assessment data	Assessment data consistently shows students meeting district, state, and national standards.
Met needs of all students	Student need inventory Individual assessment data including portfolios	Evidence from portfolios collected over a period of time reflects student understanding of content appropriate for their individual needs.

3.2 Assessment: The teacher used varied assessments to measure learner progress.

X1 <input type="checkbox"/>	X2 <input type="checkbox"/>	X3 <input type="checkbox"/>	X4 <input type="checkbox"/>
<p>The evidence indicates that the teacher did not or infrequently provided basic opportunities for students to demonstrate learning by using formative, summative, informal and/or formal assessments.</p> <p>The evidence indicates that the teacher did not or infrequently used student data to inform future instruction.</p> <p>The evidence indicates that the teacher did not or infrequently provided feedback to students.</p>	<p>The evidence indicates that the teacher provided limited opportunities for students to demonstrate learning by using formative, summative, informal and/or formal assessments.</p> <p>The evidence indicates that the teacher began to use student data to inform future instruction.</p> <p>The evidence indicates that the teacher provided some feedback to encourage students.</p>	<p>The evidence indicates that the teacher regularly provided multiple opportunities for students to demonstrate learning by using formative, summative, informal, and/or formal assessments.</p> <p>The evidence indicates that the teacher regularly used student data to inform future instruction.</p> <p>The evidence indicates that the teacher regularly provided timely feedback to encourage students to take responsibility for their own learning.</p>	<p>The evidence indicates that the teacher consistently and effectively provided multiple opportunities for students to demonstrate learning by using formative, summative, informal, and/or formal assessments.</p> <p>The evidence indicates that the teacher consistently and effectively used student data to inform future instruction.</p> <p>The evidence indicates that the teacher consistently and effectively provided timely feedback to encourage students to take responsibility for their own learning.</p>

Comments:

Sources of Evidence for Using Varied Assessments to Measure Learner Progress.

What You Want to Demonstrate	Possible Evidence	Performance Considerations
Provided opportunities for students to demonstrate learning	<p>Scored rubrics from performance assessments</p> <p>Assessment samples (formative and summative)</p> <p>Portfolios</p> <p>Student presentations</p>	Evidence consistently shows that students have a variety of ways to demonstrate their learning: oral presentations, portfolios.
Used assessment data to inform instruction	<p>Teacher reflection</p> <p>Lesson plans linking activities to assessment results</p>	Teacher consistently provides rationales for chosen activities based on student assessment results.
Provided feedback to promote student responsibility	<p>Written feedback on student work</p> <p>Observations (by peers or evaluators)</p> <p>Teacher/student conferences</p>	Written evidence from teacher/student conference consistently shows student identification of next steps in the learning.

3.3 Instructional Strategies: The teacher delivered comprehensive instruction for students.

X1 <input type="checkbox"/>	X2 <input type="checkbox"/>	X3 <input type="checkbox"/>	X4 <input type="checkbox"/>
The evidence indicates that the teacher did not or infrequently used strategies and available technologies to engage students in the learning process.	The evidence indicates that the teacher used some strategies and available technology to engage and challenge students.	The evidence indicates that the teacher regularly used a variety of strategies including available technology to engage and challenge students in a variety of learning situations.	The evidence indicates that the teacher consistently and effectively used a variety of strategies including available technology to engage and challenge students in a variety of learning situations.
The evidence indicates that the teacher did not or infrequently used strategies for differentiating instruction.	The evidence indicates that the teacher incorporated limited strategies to differentiate instruction.	The evidence indicates that the teacher regularly used strategies to differentiate and scaffold information so it is accessible to all students.	The evidence indicates that the teacher consistently and effectively incorporated strategies to differentiate and scaffold information so it is accessible to all students.
The evidence indicates that the teacher did not or infrequently engaged students in the learning process.	The evidence indicates that the teacher began to engage students in higher order thinking skills.	The evidence indicates that the teacher regularly engaged students in higher order thinking skills.	The evidence indicates that the teacher consistently and effectively engaged students in higher order thinking skills.

Comments:

Sources of Evidence for Delivering Comprehensive Instruction for Students.

What You Want to Demonstrate	Possible Evidence	Performance Considerations
Used a variety of strategies to engage and challenge students in a variety of learning situations	Professional growth log Lesson plans Observations	Evidence from lesson plans consistently shows use of strategies to engage students in worthwhile content learning activities.
Incorporated strategies for differentiation and scaffolding for all students	Teacher reflection Lesson plans showing how strategies were used for scaffolding/differentiation	Teacher consistently develops assignments that provide students with a variety of options and submission schedules.
Engaged students in higher order thinking	Student work samples that reflect use of higher level thinking skills	Teacher consistently provides students with problem solving activities related to the classroom content.

Construct 4: Professional Responsibility

Creating and supporting learning environments that result in students achieving at the highest levels is a teacher's primary responsibility. To do this well, teachers must engage in professional self-renewal, which means they regularly examine their own and each other's practice through self-reflection and collaboration, providing collegial support and feedback that assures a continuous cycle of self-improvement. Demonstration of the teacher's proficiency in Professional Responsibility is evidenced by:

4.1 Reflection and Continuous Growth

The teacher engaged in reflection and continuous growth. Key indicators include: engaging in ongoing, purposeful professional learning, reflecting on practice and seeking professional learning, and analyzing and reflecting on student data to guide instruction.

4.2 Collaboration and Leadership

The teacher participated in collaboration and leadership opportunities. Key indicators include: collaborating with multiple stakeholders, communicating in a variety of ways, and demonstrating leadership skills.

4.1 Reflection and Continuous Growth: The teacher engaged in reflection and continuous growth.

X1 <input type="checkbox"/>	X2 <input type="checkbox"/>	X3 <input type="checkbox"/>	X4 <input type="checkbox"/>
<p>The evidence indicates that the teacher did not or infrequently participated in professional learning.</p> <p>The evidence indicates that the teacher did not or infrequently reflected on his/her practices</p> <p>The evidence indicates that the teacher did not or infrequently analyzed and reflected on student data to guide planning.</p>	<p>The evidence indicates that the teacher began to participate in ongoing professional learning relevant to student learning.</p> <p>The evidence indicates that the teacher began to reflect on practices and is aware of opportunities for improvement</p> <p>The evidence indicates that the teacher began to analyze and reflect on student data to guide planning and instruction.</p>	<p>The evidence indicates that the teacher engaged in ongoing, purposeful professional learning relevant to student learning.</p> <p>The evidence indicates teacher regularly reflected on his/her practice and seeks opportunities for improvement.</p> <p>The evidence indicates that the teacher regularly analyzed and reflects on student data to guide planning, instruction, and student growth.</p>	<p>The evidence indicates that the teacher consistently and effectively engaged in ongoing, purposeful professional learning relevant to student learning.</p> <p>The evidence indicates that the teacher consistently and effectively reflected on his/her practice and actively seeks opportunities for improvement.</p> <p>The evidence indicates that the teacher consistently and effectively analyzed and reflected on student data to guide planning, instruction, and student growth.</p>

Comments:

Sources of Evidence for Engaging in Reflection and Continuous Growth.

What You Want to Demonstrate	Possible Evidence	Performance Considerations
Engaged in ongoing, purposeful professional learning connected to student learning	Professional learning log noting connections to classroom application of learning Written evaluation of a professional learning experience Professional portfolio	Teacher consistently seeks professional learning experiences (workshops, courses, and self-study) and applies the learning to classroom activities.
Reflecting on practice and actively seeks opportunities for improvement	Lesson plans with reflections on effectiveness of lesson and ideas for future improvements Video recording of a lesson with feedback from a peer or evaluator	Teacher consistently welcomes feedback from peers in the development of lesson plans and the implementation of instruction and activities.
Analyzing and reflecting on student data to impact student growth	Formative and summative assessments Data collection device for use over an extended period of time to see student growth	Teacher consistently collects data from a variety of sources and determines what students have and have not learned in order to address student learning needs.

4.2 Collaboration and Leadership: The teacher participated in collaboration and leadership opportunities.

X1 <input type="checkbox"/>	X2 <input type="checkbox"/>	X3 <input type="checkbox"/>	X4 <input type="checkbox"/>
<p>The evidence indicates that the teacher did not or infrequently communicated with colleagues about school issues.</p>	<p>The evidence indicates that the teacher began to meet with and discusses school issues with colleagues and other stakeholders.</p>	<p>The evidence indicates that the teacher regularly collaborated with colleagues and stakeholders in leadership, school, and professional activities using multiple communications.</p>	<p>The evidence indicates that the teacher consistently and effectively collaborated with multiple stakeholders in school and professional activities using a variety of methods of communication.</p>
<p>The evidence indicates that the teacher did not or infrequently demonstrated leadership skills by initiating, advocating, and/or leading activities.</p>	<p>The evidence indicates that the teacher began to demonstrate some leadership skills by initiating, advocating, or leading activities.</p>	<p>The evidence indicates that the teacher regularly demonstrated leadership skills by initiating, advocating, and/or leading activities to improve and support student learning.</p>	<p>The evidence indicates that the teacher consistently and effectively demonstrated leadership skills by initiating, advocating, and/or leading activities to improve and support student learning.</p>

Comments:[illegible]

Sources of Evidence for Participation in Collaboration and Leadership Opportunities.

What You Want to Demonstrate	Possible Evidence	Performance Considerations
Collaborated with multiple stakeholders in school and professional activities	Minutes of meetings: IEP, PLC, Student Improvement Team meetings Notes from meetings with mentor Contact logs	Evidence shows the teacher's consistent communication with a mentor to discuss a variety of learning strategies.
Used a variety of methods of communication	Copies of communication: emails, letters, newsletters Log of phone calls	The teacher consistently uses a reflective journal and shares ideas from that with colleagues in a team meeting.
Demonstrated leadership skills used to support and improve student learning	Agendas generated by the teacher in a team leadership role Portfolio of leadership activities	Teacher consistently initiates meetings with a variety of groups such as care givers, peers, and teachers of the same content to improve student learning.

TEACHER SELF-REFLECTION/ASSESSMENT

(To be completed by the evaluatee and evaluator)

Name _____ Position _____

School _____ School Year _____

Directions: Reflect upon your progress toward achievement of goals. Complete a reflective summary for each identified goal citing the evidence that is used to inform the narrative. Attach evidence for review by your evaluator.

Construct/ Component	Goal
Evidence	
Narrative (Support thinking with objective evidence)	

TEACHER GOAL SETTING/TRACKING FORM

(To be completed by evaluatee and evaluator)

Teacher Name _____ Evaluator _____

School _____ School Year _____

Goal _____

Construct/Component Addressed _____

Proposed Actions/Activities	Resources Needed	Timeline	Expected Outcomes

TEACHER OBSERVATION FORM

(To be completed by evaluatee and evaluator)

Teacher: _____ Observer: _____ Date: _____

Lesson Objective/Standard: _____

Construct 1: Learner and Learning

Component	Observable Teacher Evidence	Observable Student Evidence
<p>1.1 Learner Development: The teacher planned instruction based on the learning and developmental levels of all students.</p> <p><i>Examples of demonstrated evidence:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Lesson plans illustrated teacher understanding of student developmental levels and needs. <input type="checkbox"/> Use of a variety of teaching methods and resources. <input type="checkbox"/> Student work and/or lesson plan demonstrated adapting instruction to meet student needs. 		
<p>1.2 Learner Differences: The teacher recognized and fostered individual differences to establish a positive classroom culture.</p> <p><i>Examples of demonstrated evidence:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher interacted with students in a respectful and encouraging manner. <input type="checkbox"/> Classroom expectations are clear and consistently communicated. <input type="checkbox"/> Students share personal experiences/knowledge relating to the topic being studied. 		
<p>1.3 Learning Environment: The teacher established a classroom environment conducive to learning.</p> <p><i>Examples of demonstrated evidence:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Student input was used to develop classroom rules/expectations. <input type="checkbox"/> Students given opportunities to be involved in giving direction to their own learning. <input type="checkbox"/> Students challenged at their appropriate academic level (extension/remediation is provided when needed). 		

Construct 2: Content Knowledge

Component	Observable Teacher Evidence	Observable Student Evidence
<p>2.1 Content Knowledge: The teacher demonstrated a thorough knowledge of content.</p> <p><i>Examples of demonstrated evidence:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher used variety of instructional strategies. <input type="checkbox"/> Teacher used multiple representations, explanations, and/or learning experiences to build student understanding. 		
<p>2.2 Innovative Applications of Content Knowledge: The teacher provided a variety of innovative applications of knowledge.</p> <p><i>Examples of demonstrated evidence:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Teaching methods promote evaluation and synthesis rather than recall. <input type="checkbox"/> Assignments/tasks develop problem solving and/or critical thinking. <input type="checkbox"/> Student work and/or lesson activities demonstrate exploration of practical or real-world application of knowledge. <input type="checkbox"/> Technology integrated into lesson for student and/or teacher use. <input type="checkbox"/> Teacher encouraged students to make use of a variety of content areas within the activity/lesson. <input type="checkbox"/> Teacher collaborated with colleagues to provide cross curricular learning opportunities. 		

Construct 3: Instructional Practice

Component	Observable Teacher Evidence	Observable Student Evidence
<p>3.1 Planning for Instruction: The teacher used methods and techniques that are effective in meeting student needs.</p> <p><i>Examples of demonstrated evidence:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Lessons used challenging and appropriate activities. <input type="checkbox"/> Lesson plans/objectives aligned with relevant content standards. 		
<p>3.2 Assessment: The teacher used varied assessments to measure learner progress.</p> <p><i>Examples of demonstrated evidence:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher provided a variety of assessment strategies (portfolios, presentations, formative, summative, performance assessments, etc.) for students to demonstrate their learning. <input type="checkbox"/> Teacher used assessment data to inform the design of instructional activities. <input type="checkbox"/> Teacher provided meaningful feedback to students, identifying the next step in learning and promoting student responsibility. 		
<p>3.3 Instructional Strategies: The teacher delivered comprehensive instruction for all students.</p> <p><i>Examples of demonstrated evidence:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher used a variety of strategies to engage and challenge students in worthwhile activities. <input type="checkbox"/> Teacher implemented differentiation and scaffolding strategies in a relevant and purposeful way. <input type="checkbox"/> Problem solving activities incorporated to elicit higher order thinking from students. <input type="checkbox"/> Technology used as a tool to engage students in learning. 		

☐ Activity/Homework Handouts

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

TEACHER CONFERENCE FORM

(To be completed by evaluator)

Teacher _____ Evaluator _____

School _____ School Year _____

Beginning-of-Year Conference

Date

Discussion Summary

Teacher Signature

Evaluator Signature

Signature on this form indicates receipt of the document but not necessarily agreement with the statements or ratings. The teacher has the right to submit written comments within two weeks of receipt.

TEACHER CONFERENCE FORM

(To be completed by evaluator)

Teacher _____ Evaluator _____

School _____ School Year _____

Mid-Year Conference

Date

Discussion Summary

Teacher Signature

Evaluator Signature

Signature on this form indicates receipt of the document but not necessarily agreement with the statements or ratings. The teacher has the right to submit written comments within two weeks of receipt.

TEACHER CONFERENCE FORM

(To be completed by evaluator)

Teacher _____ Evaluator _____

School _____ School Year _____

End-of-Year Conference

Date

Discussion Summary

Teacher Signature

Evaluator Signature

Signature on this form indicates receipt of the document but not necessarily agreement with the statements or ratings. The teacher has the right to submit written comments within two weeks of receipt.

Teacher Name: _____ ID#: _____

School: _____ School Year: _____

Position/Assignment: _____

Evaluator: _____ Title: _____

Teacher Background (Briefly describe the teacher's educational background, years of experience, assignment, and any other factors that may impact the evaluation):

The Kansas Teacher Evaluation is based, in part, on informal and formal observations and conferences conducted on the following dates:

Activity	Date	Teacher Signature	Evaluator Signature
Orientation			
Self-Reflection/Assessment and IDP Completion			
Planning Conference with Evaluator			
Pre-Observation Conference			
Observation 1			
Post-Observation Conference 1			
Pre-Observation Conference (Optional)			
Observation 2			
Post-Observation Conference 2			
Pre-Observation Conference (Optional)			
Observation 3			
Post-Observation Conference 3			
Pre-Observation Conference (Optional)			
Observation 4 (if required)			
Post-Observation Conference 4 (if required)			
Summary Evaluation Conference			
Individual Growth Completed			

In addition to observations, other relevant sources of performance evidence, such as the artifacts suggested on the rubric, may be considered when determining the teacher's overall level of performance. Sources of evidence discussed in completing this evaluation include the following:

_____	_____
_____	_____
_____	_____

SUMMARY RATING SHEET

This form summarizes ratings from the rubric or observations from the rubric or observation form and requires the rater to provide a description of areas needing improvement and comments about performance. It should be completed after each observation and as a part of the Summary Evaluation discussion conducted near the end of the year. It should be used to summarize self-assessment and evaluator ratings.

Name: _____

Date: _____

School: _____

District: _____

Evaluator: _____

Title: _____

Construct 1: Learner and Learning	X1	X2	X3	X4
1. The teacher plans instruction based on learning and developmental levels of all students.				
2. The teacher recognizes and fosters individual differences to establish a positive classroom culture.				
3. The teacher establishes a classroom environment conducive to learning.				
Overall rating for Construct 1				

Construct 2: Content Knowledge	X1	X2	X3	X4
1. The teacher demonstrates a thorough knowledge of content.				
2. The teacher provides a variety of innovative applications of knowledge.				
Overall rating for Construct 2				

Construct 3: Instructional Practice	X1	X2	X3	X4
1. The teacher uses methods and techniques that are effective in meeting student needs.				
2. The teacher uses varied assessments to measure learner progress.				
3. The teacher delivers comprehensive instruction for students.				
Overall rating for Construct 3				

Construct 4: Professional Responsibility	X1	X2	X3	X4
1. The teacher engages in reflection and continuous growth.				
2. The teacher participates in collaboration and leadership opportunities.				
Overall rating for Construct 4				

Teacher Signature _____

Date _____

Signature on this form indicates receipt of the document but not necessarily agreement with the statements or ratings. The teacher has the right to submit written comments within two weeks of receipt.

Principal/Evaluator Signature _____

Date _____

Comment Attached: ____ Yes ____ No

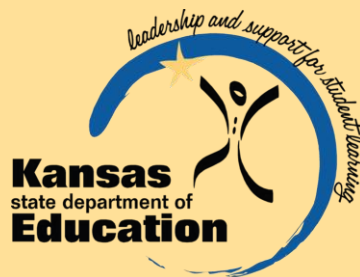
Principal/Evaluator Signature _____

Date _____

(Signature indicates question above regarding comments has been addressed)

BUILDING LEADER EVALUATION

KANSAS EDUCATOR EVALUATION PROTOCOL KEEP



KANSAS BUILDING LEADER EVALUATION PROCESS

BEGINNING ADMINISTRATOR

MINIMAL EXPECTATION

STEP 1 Orientation to the process

The district leader or designee will:

- Provide a detailed overview of the process for building leaders including a detailed orientation to the rubrics, materials and timeline for building leaders being evaluated
- Share any district goals and/or evidence that will be consistent across schools.

STEP 2 Pre-Conference Self-Assessment

The building leader will:

- Use the Kansas Building Leader Evaluation rubrics to complete a self-reflection/assessment and select tentative goals for the evaluation period; (to be completed prior to one-on-one conference)
- Gather artifacts to support the self-reflection/assessment and goal selection.

STEP 3 Goal-Setting & Planning Conference

The building leader and the district leader or designee will:

- Meet one-on-one to review and agree on final goals for the evaluation period based on district priorities, self-reflection/assessment, and review of evidence;
- Determine possible data evidence and artifacts;
- Identify district level supports needed to help the building leader meet the agreed upon goals.

STEP 4 Data Collection

The building leader will:

- Collect the data, evidence and artifacts determined in Step 3. The building leader may collect additional pertinent evidence to support achievement of goals established in the goal-setting conference.

The district leader or designee will:

- Visit the school at least one time during this time period to provide support and/or collect evidence on progress toward achievement of goals
- **Note:** Additional school visits may be scheduled throughout the year based on individual goals and needs.

STEP 5 Mid-Year Conference & Data Review

The building leader and the district leader or designee will:

- Meet one-on-one to review progress towards achievement of goals; i.e., revisit rubrics, review data, evidence, artifacts agreed upon in Step 3 and any other pertinent evidence provided by the building leader or collected by the district leader or designee;
- Make a determination as to whether adjustments need to be made to the original plan in order to meet the goals agreed upon in Step 3.
- **Note:** Additional conferences may be held throughout the year based upon individual goals and needs.

STEP 6 Data Collection

The building leader will:

- Collect the data, evidence and artifacts determined in Step 3. The building leader may collect additional pertinent evidence to support achievement of goals established in the goal-setting conference.

The district leader or designee will:

- Visit the school at least one time during this time period to provide support and/or collect evidence on progress toward achievement of goals
- **Note:** Additional school visits may be scheduled throughout the year based on individual goals and needs.

STEP 7 Year-End Self-Assessment

The building leader will:

- Gather data, evidence and artifacts identified in Step 3 and modified, if necessary in Step 5, to determine progress toward achievement of goals;
- Complete a Reflective Summary;
- Send data, evidence, artifacts, self-reflection and any other required documentation to district leader or designee for review prior to one-on-one, year-end conference.

STEP 8 Year-End Conference & Data Review

The building leader and the district leader or designee will:

- Meet one-on-one to review data, evidence and artifacts and to review rubrics to determine progress toward achievement of goals. The building leader may bring any additional data, evidence or artifacts to this meeting to support the determination of a level of performance;
- Make a preliminary determinations of goals for the next year and create an Individual Growth Plan, as needed.

KANSAS BUILDING LEADER EVALUATION PROCESS

EXPERIENCED ADMINISTRATOR

MINIMAL EXPECTATION

STEP 1 Orientation to the process

The district leader or designee will:

- Provide a group overview of the process for building leaders including a review of the rubrics, materials and timeline for building leaders being evaluated
- Share any district goals and/or evidence that will be consistent across schools

STEP 2 Pre-Conference Review of Goals

The building leader will:

- Review the goals established in Step 8 at end of previous year;
- Gather artifacts to support the self-reflection/assessment and goal selection.

STEP 3 Goal-Setting & Planning Conference

The building leader and the district leader or designee will:

- Meet on-on-one to review and agree on final goals for the evaluation period based on district priorities, self-reflection/assessment, and review of evidence;
- Determine possible data evidence and artifacts;
- Identify district level supports needed to help the building leader meet the agreed upon goals.

STEP 4 Data Collection

The building leader will:

- Collect the data, evidence and artifacts determined in Step 3. The building leader may collect additional pertinent evidence to support achievement of goals established in the goal-setting conference.

The district leader or designee will:

- Visit the school at least one time during this time period to provide support and/or collect evidence on progress toward achievement of goals

STEP 5 Mid-Year Conference & Data Review

The district leader and Board members will:

- Meet to review progress towards achievement of goals; i.e., review evidence agreed upon in Step 3 and any other pertinent evidence collected by the district leader;
- Determine whether adjustments are needed to the original plan in order to meet the goals agreed upon in Step 3.

STEP 6 Data Collection

The building leader will:

- Collect the data, evidence and artifacts determined in Step 3 and modified, if necessary, in Step 5. The building leader may collect additional pertinent evidence to support achievement of goals established in the goal-setting conference.

The district leader or designee will:

- Visit the school at least one time during this time period to provide support and/or collect evidence on progress toward achievement of goals

STEP 7 Year-End Self-Assessment

The building leader will:

- Gather data, evidence and artifacts identified in Step 3 and modified, if necessary in Step 5, to determine progress toward achievement of goals;
- Complete a Reflective Summary;
- Send data, evidence, artifacts, self-reflection and any other required documentation to district leader or designee for review prior to one-on-one, year-end conference.

STEP 8 Year-End Conference & Data Review

The building leader and the district leader or designee will:

- Meet on-on-one to review data, evidence and artifacts and to review rubrics to determine progress toward achievement of goals. The building leader may bring any additional data, evidence or artifacts to this meeting to support the determination of a level of performance;
- Make a preliminary determinations of goals for the next year and create an Individual Growth Plan, as needed

KANSAS BUILDING LEADER EVALUATION RUBRICS

Construct 1: Setting Direction

Building leaders, as instructional leaders, create climates of inquiry that challenge the school's community to continually improve by building on its core values and beliefs and developing the pathway to reach them. Demonstration of the building leader's proficiency in setting direction is evidenced by:

1.1 Participation in a Team to Create a Vision and Mission

The building leader organized and participated in a committee of stakeholders that is representative of the community in order to facilitate the development or adaptation of a vision of learning that is shared and supported by all participants. The vision, mission and goals are aligned to those of the district. Key indicators include: knowledge of school community, involvement of key stakeholders, collection and use of baseline data from multiple sources, and full collaboration in the process of developing and producing a vision of learning.

1.2 Participation in a Team to Develop an Implementation Plan and a School Improvement Plan

The building leader organized and participated in a committee of stakeholders that is representative of the school community in order to facilitate the collaborative development of an implementation plan that includes strategies for sharing and encouraging support of the vision by the school community and processes to ensure that the school (vision, mission, values, beliefs, and goals, which are all student focused) guide decisions and enhance the culture of the school. Key indicators include: involvement of stakeholders in the planning, collection and use of data from multiple sources, and collaboration in the process of creating a plan to communicate and implement the school's vision of learning.

1.3 Implementation of the School Improvement Plan

The building leader facilitated the implementation of a school improvement plan that meets all district and state requirements. The building leader articulated and monitored the school improvement plan, making adjustments as necessary based on the collection and analysis of data. Key indicators include: using data from multiple and varied sources to support implementation of a school improvement plan, and the plan is articulated, monitored, and adjusted as needed.

1.1 Participation in a Team to Create a Vision and Mission

The building leader organized and participated in a committee of stakeholders that is representative of the community in order to facilitate the development or adaptation of a vision of learning that is shared and supported by all participants. The vision, mission and goals are aligned to those of the district.

X1 <input type="checkbox"/>	X2 <input type="checkbox"/>	X3 <input type="checkbox"/>	X4 <input type="checkbox"/>
<p>The evidence indicates the building leader had minimal knowledge of the school community by involving few or no stakeholders and using little or no baseline data from internal and/or external sources. Collaboration, if present, was procedural or superficial.</p> <p>The evidence indicates the building leader produced a generic or vague vision of learning or an unclear vision and mission, minimally aligned to the district's vision.</p>	<p>The evidence indicates the building leader had limited knowledge of the school community by involving some stakeholders, using limited baseline data from internal and/or external sources, and collaborating only during parts of the process of defining the vision.</p> <p>The evidence indicates the building leader produced a partial or incomplete vision of learning and mission, partially aligned to the district's vision.</p>	<p>The evidence indicates the building leader had adequate knowledge of the school community by involving stakeholders, using appropriate baseline data from multiple internal and/or external sources, and collaborating through most of the process of defining the vision.</p> <p>The evidence indicates the building leader produced an adequate vision of learning and mission, aligned to the district's vision, as a result of the work of the committee.</p>	<p>The evidence indicates the building leader had extensive knowledge of the school community by involving key stakeholders, using significant data from multiple (appropriate and varied) internal and external sources, and collaborating throughout the process of defining the vision.</p> <p>The evidence indicates the building leader produced a clearly defined vision of learning and mission, closely aligned to the district's vision, as a result of the work of the committee.</p>

Comments:

Sources of Evidence for Participation in a Team to Create a Common Purpose

What You Want to Demonstrate	Possible Evidence	Performance Considerations
Data gathered/reviewed that identifies key stakeholders	Focus Groups Surveys	Data are from multiple and varied internal and external selection of stakeholders that represents the school community profile
Methods used to involve the key stakeholders in the development of a school vision	Site Council minutes/notes Stakeholders minutes/notes	Meeting minutes over time to show collaboration throughout the development process
Baseline data collected and internal and external sources used to collect that data	Survey of identified stakeholders for vision, mission, goals	Survey results are evidence for baseline conversation
Process(es) used to collaboratively develop and determine the vision	System to involve stakeholders (Site Council, PTA or any other parent organizations, etc.)	Collaboration throughout the development process

1.2 Participation in a Team to Develop an Implementation Plan and a School Improvement Plan

The building leader organized and participated in a committee of stakeholders that is representative of the school community in order to facilitate the collaborative development of a plan to communicate and embed the school vision into the culture and decision making process of the school.

X1 <input type="checkbox"/>	X2 <input type="checkbox"/>	X3 <input type="checkbox"/>	X4 <input type="checkbox"/>
<p>The evidence indicates the building leader developed a minimal or generic plan for communicating and implementing the vision with little or no collaboration with stakeholders and little or no use of information/data from any sources.</p> <p>The evidence indicates the building leader produced a plan, however, it includes trivial, generic or inappropriate strategies for sharing and encouraging support of the vision by the school community and/or processes to ensure the school's identity (vision, mission, values, beliefs, and goals which are student focused) drive decisions and inform the culture of the school.</p> <p>The evidence indicates the building leader developed a school improvement plan in isolation or with minimal collaboration using little data from multiple and varied sources. The plan minimally meets or does not meet district requirements for clarity, completeness, reasonableness, appropriate timelines, etc.</p>	<p>The evidence indicates the building leader developed a limited plan for communicating and implementing the vision with limited collaboration with some stakeholders using information/data from a few sources.</p> <p>The evidence indicates the building leader produced a plan that is partial or disjointed and includes limited strategies for sharing and encouraging support of the vision by the school community and/or processes to ensure the school's identity (vision, mission, values, beliefs, and goals which are student focused) drive decisions and inform the culture of the school.</p> <p>The evidence indicates the building leader developed a school improvement plan with limited collaboration with others using limited or partially appropriate data from multiple and varied sources. The plan partially or tangentially meets district requirements for clarity, completeness, reasonableness, appropriate timelines, etc.</p>	<p>The evidence indicates the building leader developed an appropriate plan for communicating and implementing the vision collaboratively with stakeholders using information/data from multiple, yet similar, sources.</p> <p>The evidence indicates the building leader produced a plan that includes appropriate strategies for sharing and encouraging support of the vision by the school community and/or processes to ensure the school's identity (vision, mission, values, beliefs, and goals which are student focused) drive decisions and inform the culture of the school.</p> <p>The evidence indicates the building leader developed a school improvement plan collaboratively with others using data from multiple, yet similar, sources. The plan meets district requirements for clarity, completeness, reasonableness, appropriate timelines, etc.</p>	<p>The evidence indicates the building leader developed a comprehensive plan for communicating and implementing the vision collaboratively with key stakeholders using information/data from multiple and varied sources.</p> <p>The evidence indicates the building leader produced a clearly articulated plan that includes varied and appropriate strategies for sharing and encouraging support of the vision by the school community and processes to ensure the school's identity (vision, mission, values, beliefs, and goals which are student focused) drive school decisions and inform the culture of the school.</p> <p>The evidence indicates the building leader developed a school improvement plan collaboratively with many others using data from multiple and varied sources. The plan meets or exceeds district requirements for clarity, completeness, reasonableness, appropriate timelines, etc.</p>

This image shows a full page of white paper with horizontal black lines, resembling notebook paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Sources of Evidence for Participation in a Team to Create a Plan to Implement the Vision

What You Want to Demonstrate	Possible Evidence	Performance Considerations
Pertinent data collected to develop a plan and internal and external sources used to collect that data	Focus groups Surveys (Climate surveys, community demographic information, etc.	Provides evidence of some of the data sources used in the development of a plan Provides a rationale for identifying the external and internal sources used
Method(s) used to select and involve key stakeholders in the development of a plan to communicate and implement the vision	Staff meeting agendas Site Council minutes/notes Stakeholders minutes/notes Demographic data to show makeup of student and community population that led to selection	Agendas and notes over time demonstrate ongoing involvement of multiple and varied stakeholders in the development of the plan
Specific strategies incorporated into the plan to communicate and gather feedback from different members of the school community	Clear vision statement displayed and communicated System to involve stakeholders (Site Council, PTA or any other parent organizations, etc.)	Uses multiple and varied opportunities to communicate the vision Systems in place to involve multiple and varied stakeholders in the plan to communicate and implement the vision
Method(s) used to ensure the vision will inform the school decision-making processes	Instructional programs that tie back to the vision of learning (curriculum guides, curricula mapping, and professional learning communities)	Evidence of how decisions around the instructional program were made to ensure alignment with the vision of the school

1.3 Implementation of a School Improvement Plan

The building leader facilitated the implementation of a school improvement plan that meets all district requirements for school improvement plans. The building leader articulated and monitored the school improvement plan, making adjustments as necessary based on the collection and analysis of data.

X1 <input type="checkbox"/>	X2 <input type="checkbox"/>	X3 <input type="checkbox"/>	X4 <input type="checkbox"/>
<p>The evidence indicates the building leader utilized minimal strategies to communicate, implement, and monitor the details of the school improvement plan. Many of the strategies may be unclear or inappropriate for the school.</p> <p>The evidence indicates the building leader practiced little or no monitoring of the implementation of the school improvement plan through data collection and analysis. No adjustments were made when needed, or uninformed inappropriate adjustments were made.</p>	<p>The evidence indicates the building leader utilized limited strategies to communicate, implement, and monitor the details of the school improvement plan, but the strategies are not varied and some may be inappropriate for some of the school population.</p> <p>The evidence indicates the building leader practiced limited or periodic monitoring of the implementation of the school improvement plan through data collection and analysis, making limited or trivial adjustments, as needed.</p>	<p>The evidence indicates the building leader utilized appropriate strategies to communicate, implement, and monitor the details of the school improvement plan.</p> <p>The evidence indicates the building leader practiced regular monitoring of the implementation of the school improvement plan through data collection and analysis, making adjustments, as needed. The monitoring may not have been as frequent as needed.</p>	<p>The evidence indicates the building leader utilized varied and appropriate strategies to communicate, implement, and monitor the details of the school improvement plan.</p> <p>The evidence indicates the building leader practiced comprehensive, ongoing monitoring of the implementation of the school improvement plan through data collection and analysis, making adjustments as needed.</p>

Comments:

Sources of Evidence for Implementation of a School Improvement Plan

What You Want to Demonstrate	Possible Evidence	Performance Considerations
Pertinent data collected to develop the School Improvement Plan and internal and external sources used to collect that data	Focus groups Surveys	Data collected and analyzed from multiple and varied internal and external resources to inform the development, implementation, monitoring and evaluation of the School Improvement Plan
Method(s) used to involve key stakeholders in the development and implementation of the School Improvement Plan.	System to involve all shareholders (Site Council, PTA or any other parent organizations, etc.)—with documentation of ways these groups were involved in development and implementation Staff meeting agendas Site Council minutes/notes Shareholders minutes/notes	Clear plan for the involvement of multiple and varied stakeholders in the development, implementation and monitoring of the School Improvement Plan Agendas, minutes and notes all provide evidence of collaboration of stakeholders in development and implementation
Method(s) used to ensure the plan meets or exceeds district timelines and quality standards for school improvement plans	Documentation of alignment of continuous school plan with district improvement plan	Clear indications of alignment with district timelines and standards procedure to monitor, adjust, receive feedback to ensure meeting plan
Processes and procedures used to implement, monitor and adjust the implementation of the School Improvement Plan	Reflection by building leader and staff or leadership team Records that indicate review and revision of the existing plan (with rationale for changes) Records to document efforts to ensure implementation (walkthroughs, evaluations, curriculum meetings, etc.) Instructional programs that tie back to the vision of learning	Ongoing process described for monitoring and evaluating the implementation of the School Improvement Plan Monitor all aspects of instructional program, curriculum and PLCs

Construct 2: Developing All Students

Building leaders, as instructional leaders, create and maintain an environment that supports the academic, emotional, social and attitudinal development of every student. Student learning data is made available to teachers and other stakeholders so that the instructional program can be differentiated and support services provided based on on-going analysis of student data. Likewise, co-curricular activities are designed to address a variety of student needs and interests and are scheduled in a way that provides easy access for all students. Building leaders develop and implement a plan for monitoring and evaluating intra-curricular and extracurricular activities so that all students have access to those programs and services that are successful in meeting their needs. Demonstration of the building leader's proficiency in developing all students is evidenced by:

2.1 Monitoring Student Progress and the Instructional Program

The building leader ensured that all students are making academic progress by monitoring the instructional program. The building leader ensured that instructional guidelines are in place, teachers are following the district's course/grade level standards, and teachers are implementing the curriculum with fidelity. The building leader ensured that all students have access to the core curriculum and that teachers differentiate instruction and interventions based on student test data results and other student information. Key indicators include: communication of instructional guidelines and standards to multiple stakeholders, process for monitoring implementation of instructional guidelines and standards, providing feedback on implementation of the instructional program, and use of student data to inform instructional decisions.

2.2 Sharing Student Learning Results

The building leader communicated data and provided access to all stakeholders; i.e., staff, students, parents, district administrators, board of education, etc., as the law permits. The building leader ensured that teachers have time and guidance and/or support as needed to analyze and respond to student data results. Key indicators include analysis and interpretation of multiple student data from a variety of sources, dissemination of data to multiple stakeholders based on an understanding of legal parameters, providing time, support and guidance for teachers and other support staff to review data and plan to address the instructional implications of the data.

2.3 Implementing a Variety of Student Activities

The building leader ensured that all students have access to a variety of student activities which support their leadership, physical, emotional, social and attitudinal growth. Key indicators include: variety of intra- and extracurricular activities offered, process for activity/club development, enrollment/participation (numbers, by subgroups, cultural diversity, etc.), scheduling, inclusion of stakeholders, and knowledge of context.

2.4 Providing Student Support Services

The building leader ensured that all students have access and are supported with services that promote mental, physical, and emotional wellness for students. Key indicators include: access to counselors, social workers, nurses, and other support personnel to include volunteer services, parent service organizations and community-based programs

2.1 Monitoring Student Progress and the Instructional Program

The building leader ensured that instructional guidelines are in place, teachers are following the district's course/grade level standards, and teachers are implementing the curriculum with fidelity. The building leader ensured that all students have access to the core curriculum and that teachers differentiate instruction and interventions based on student data results and other student information.

X1 <input type="checkbox"/>	X2 <input type="checkbox"/>	X3 <input type="checkbox"/>	X4 <input type="checkbox"/>
<p>The evidence indicates that the building leader provided district and school instructional guidelines (standards, curriculum, pacing guides, etc.), which were available to teachers.</p>	<p>The evidence indicates that the building leader provided district and school instructional guidelines (standards, curriculum, pacing guides, etc.), which were available and to teachers and students.</p>	<p>The evidence indicates that the building leader provided district and school instructional guidelines (standards, curriculum, pacing guides, etc.), which were available and communicated to teachers and students.</p>	<p>The evidence indicates that the building leader provided district and school instructional guidelines (standards, curriculum, pacing guides, etc.), which were available and specifically communicated to teachers, students, and other stakeholders.</p>
<p>The evidence indicates that the building leader provided little or no monitoring of the use of these guidelines to inform the instructional program, or there was evidence that the instructional program was only minimally aligned with the established guidelines.</p>	<p>The evidence indicates that the building leader established a process for monitoring the use of those guidelines. It was used only occasionally, on a limited basis, or only across some classrooms.</p>	<p>The evidence indicates that the building leader established an appropriate process for monitoring the implementation of those guidelines. Feedback was articulated and used by the building leader across many classrooms.</p>	<p>The evidence indicates that the building leader established a systematic process for monitoring the implementation of those guidelines. Feedback was clearly articulated and used consistently by the building leader across all classrooms.</p>
<p>The evidence indicates that the building leader utilized little or no student data to inform instructional decisions, differentiate instruction or determine instructional interventions for students.</p>	<p>The evidence indicates the building leader utilized parts of student summative and/or formative data across some classrooms.</p> <p>The evidence indicates the building leader occasionally reviewed data and used it in a limited or superficial manner to inform instructional decisions, differentiate instruction or provide instructional interventions based on student learning results.</p>	<p>The evidence indicates that the building leader adequately utilized student summative and/or formative data across many classrooms.</p> <p>The evidence indicates the building leader regularly reviewed data and used it to inform instructional decisions, differentiate instruction and/or provide appropriate instructional interventions based on student learning results and/or other student needs.</p>	<p>The evidence indicates that the building leader extensively utilized student summative and formative data across all classrooms.</p> <p>The evidence indicates the building leader systematically reviewed data and consistently and effectively used it to inform instructional decisions, differentiate instruction and provide appropriate instructional interventions based on student learning results and other student needs.</p>

Comments:

Sources of Evidence for Monitoring Student Progress and the Instructional Program

What You Want to Demonstrate	Possible Evidence	Performance Considerations
Communication of instructional guidelines and standards, to whom, and how	Samples of communication to stakeholders (staff meeting minutes, content or grade level meeting minutes, newsletters send to parents, website entries, etc.) Course grade level standards Instructional time guidelines Curriculum Maps/Pacing Guides Samples of communication to stakeholders	Multiple and various types of evidence of communications included for sharing curriculum maps/course grade level standards and time lines with stakeholders Communications are clear and specific to multiple stakeholders concerning instructional time guidelines and standards showing dates, times, specific groups contacted Course grade level standards provided each grade level, each subject
Process for monitoring implementation of instructional guidelines and standards	Instructional monitoring tools Instructional time guidelines Lesson Plans/Course Syllabus (Syllabi) Fidelity checklists Formative and Summative Assessment data analysis Walkthrough logs/teacher evaluation logs/Teacher Evaluations	Process specified implementation of monitoring tools for instruction Ongoing review/revision of instructional time guidelines Review of lesson plans and /course syllabus to monitor standards implementation Process specified for : fidelity checklists and walkthrough logs to ensure that instructional guidelines are being monitored regular review of formative and summative data and resulting plans developed to address instructional needs analysis of walkthroughs and evaluation results and resulting plans developed to address standards
Feedback was given and to whom	Progress/Grade Reports Walkthrough analysis reports/staff meeting Teacher evaluation process(individual conferences) Samples of communication to stakeholders	Process specified for informing students provide evidence of feedback through progress/grade reports and/or needs for improvement data Process specified for regular review of walk through results and needs Compilation of individual teacher conferencing results—strengths and needs shared individually and as a group Provide evidence of ongoing systemic communication with all stakeholders of feedback given to them
Student data was used to make effective instructional decisions	Formative assessment data reports, MTSS Tier data Summative assessment data	Processes specified for regular data analysis and resulting data-based decision making for MTSS evidence of review of data by school leader Evidence of the use of data in a systemic process to inform data-driven instructional decisions Provide samples of instructional interventions and results based on data

2.2 Sharing Student Learning Results

The building leader communicated data and provided access to all stakeholders; i.e., staff, students, parents, district administrators, board of education, etc., as the law permits. The school leader ensured that teachers have time to analyze and respond to student data results.

X1 <input type="checkbox"/>	X2 <input type="checkbox"/>	X3 <input type="checkbox"/>	X4 <input type="checkbox"/>
<p>The evidence indicates that the building leader rarely, if ever, disseminated or updated data for stakeholder groups (students, staff, parents, district administrators, board of education, etc.) or disseminated inaccurate or incomplete data to stakeholders.</p> <p>The evidence indicates that the building leader provided teachers and other stakeholders little or no access to data (as the law allows), access to a minimal amount of data, or receipt of data upon request only.</p> <p>The evidence indicates that the building leader provided minimal time or support/guidance for teachers to collaboratively review and analyze data and to identify and address the instructional implications for individuals and groups of students.</p>	<p>The evidence indicates that the building leader occasionally disseminated and updated appropriate data to some stakeholder groups (students, staff, parents, district administrators, board of education, etc.).</p> <p>The evidence indicates that the building leader provided teachers and other stakeholders periodic and limited access to data from multiple and varied sources, as the law allowed.</p> <p>The evidence indicates that the building leader provided periodic time and/or a limited amount of support/guidance for teachers to collaboratively review and analyze a variety of data and to identify the instructional implications for individuals or groups of students.</p>	<p>The evidence indicates that the building leader regularly analyzed, interpreted, disseminated and updated appropriate data for a variety of stakeholder groups (students, staff, parents, district administrators, board of education, etc.).</p> <p>The evidence indicates that the building leader provided teachers and other stakeholders regular and appropriate access to data from multiple and varied sources, as the law allowed.</p> <p>The evidence indicates that the building leader provided regular time and adequate support/guidance for teachers and other support staff to collaboratively review and analyze a variety of data and to identify the instructional implications for individuals or groups of students.</p>	<p>The evidence indicates that the building leader systematically analyzed, interpreted and utilized multiple modalities to disseminate and update appropriate data for a variety of stakeholder groups (students, staff, parents, district administrators, board of education, etc.).</p> <p>The evidence indicates that the building leader provided teachers and other stakeholders comprehensive access to data from multiple and varied sources (as the law allows) and each group was encouraged to contribute additional relevant data.</p> <p>The evidence indicates that the building leader provided dedicated, scheduled time and comprehensive support/guidance for teachers and other support staff to collaboratively review and analyze a variety of data and to identify and address the instructional implications for individuals and groups of students.</p>

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Sources of Evidence for Sharing Student Learning Results

What You Want to Demonstrate	Possible Evidence	Performance Considerations
Data was analyzed and how was it interpreted	Formative assessment data Summative assessment data	Evidence of data analysis and interpretation for stakeholders including but not limited to level of analysis process collaboration, and process timeline
Information about data was disseminated, to whom, and how	Progress/Grade reports Formative assessment data Summative assessment data Sample of communication to stakeholders, including students, and response to the information	Evidence of aggregate data sharing with stakeholders Samples of how data will drive decision making for the school, classroom and individual Process or procedures to disseminate to appropriate stakeholders as allowed by law
Support and guidance was provided for review and use of data by staff	Collaboration agendas/Minutes Walk Through logs/Teacher evaluations Formative assessment data Summative assessment data	Agendas and minutes that indicate training and guidance to staff about review and use of data Training and review of assessment data to inform decision-making

2.3 Implementing of a Variety of Student Activities

The building leader ensured that students have access to a variety of student activities which support their leadership, physical, emotional, social and attitudinal growth.

X1 <input type="checkbox"/>	X2 <input type="checkbox"/>	X3 <input type="checkbox"/>	X4 <input type="checkbox"/>
<p>The evidence indicates that the building leader offered little or no variety of intra-curricular and extracurricular activities or the activities/ clubs provided met the needs of few students or was based on a tangential or trivial analysis of student needs and/or interests.</p> <p>The evidence indicates that the building leader provided little or no access for some students or groups of students and/or participation by only a small number of students.</p> <p>The evidence indicates the school leader has not established a system for monitoring or evaluating the effectiveness of activities/ clubs or to make adjustments.</p>	<p>The evidence indicates that the building leader offered a limited variety of intra-curricular and extracurricular activities to meet the needs and interests of some of the student population based on a limited analysis of student data.</p> <p>The evidence indicates that the building leader has not established a process, or the process is complicated, for students to initiate the development of new activities/clubs.</p> <p>The evidence indicates the building leader occasionally monitored enrollment, participation, and scheduling of clubs and activities and/or has not addressed accessibility issues for individual students or groups of students.</p> <p>The evidence indicates the building leader maintained a weak or limited system to evaluate the effectiveness of activities/clubs and make adjustments as necessary. No evidence exists of a recent evaluation or that evaluation evidence was used to make adjustments.</p>	<p>The evidence indicates that the building leader offered an adequate variety of intra-curricular and extracurricular activities to meet the needs and interests of many of the student population based on an adequate analysis of student data.</p> <p>The evidence indicated that the building leader developed a culture in the school such that many students have the opportunity to initiate the development of new activities/clubs and hold positions of leadership within some clubs/activities.</p> <p>The evidence indicates that the building leader regularly monitored enrollment, participation, and scheduling of clubs and activities to ensure access for most students.</p> <p>The evidence indicates that the building leader maintained an appropriate system to evaluate the effectiveness of activities/clubs and make adjustments as necessary, but no evidence exists of a relatively recent evaluation or that evaluation evidence was used to make adjustments.</p>	<p>The evidence indicates that the building leader offered a wide variety of intra-curricular and extracurricular activities to meet the diverse needs and interests of most of the student population based on analysis of student achievement and performance data, student interest surveys, counseling records, etc.</p> <p>The evidence indicates that the building leader developed a culture of in school such that all students have the opportunity to initiate the development of new activities/clubs and hold positions of leadership within all clubs/activities.</p> <p>The evidence indicates that the building leader systematically monitored enrollment, participation, and scheduling of clubs and activities to ensure access for all students.</p> <p>The evidence indicates that the building leader maintained an appropriate system to evaluate the effectiveness of the activities/clubs and evidence exists that a recent evaluation has occurred and appropriate adjustments were made based on evaluation evidence.</p>

[illegible]

Sources of Evidence for Implementing of a Variety of Student Activities

What You Want to Demonstrate	Possible Evidence	Performance Considerations
Variety of intra- and extracurricular activities offered and how they were determined	Activity/club rosters with reflection included as to how they were determined Student and parent need assessment	Rosters indicate that initial survey of all sub-groups are participating at some level in intra & extracurricular activities offered Collect information on how they were chosen as an activity
Process for the creation of an activity/club	Activity/club guidelines (Board/school policies) Samples of communication to stakeholders	Guidelines indicate attention to legal guidelines and open access to all students Provide evidence of information given to stakeholders about the process of starting up a club Show that the school culture encourages students to start up a club
Who was involved in activities/club (for participants and sponsors: numbers by subgroups, cultural diversity, academic and developmental needs, etc.)	Demographics for activities and clubs along with total school demographics and/or under-represented groups Activity/Club rosters (Desegregation of sub groups/numbers of participants) Documentation that includes monitoring of and support for students to be eligible to participate in activities	Clear plan specified to address individual student needs and academic levels Collect and show data on who is involved from all subgroups Evidence that indicates all students have access to activities
The activities evaluated and how the results were used	Annual reports (KSHSAA, BOE, etc.) Reflection describing annual revisions Summative assessment data Progress/Grade reports/disaggregated data analysis reports	Clear plan specified for annual review Show evidence on how the activities are evaluated Indicate how the evaluation data is utilized Analysis of data to show evidence of the clubs effectiveness and revision based on student responses and data analysis

2.4 Providing Student Support Services

The building leader ensured that students have access and are supported with services that promote mental, physical, and emotional wellness for every student.

X1 <input type="checkbox"/>	X2 <input type="checkbox"/>	X3 <input type="checkbox"/>	X4 <input type="checkbox"/>
<p>The evidence indicates that the building leader was aware of few or none of the school and/or district-provided student support personnel, resources and services (e.g. counselors, nurses, social workers, support groups, etc.) and made minimal use of these services to meet the mental, physical, and emotional needs of the student population.</p> <p>The evidence indicates that the building leader had little or no knowledge of and made minimal use of external community-based, volunteer, and/or family services to provide enhanced support for individual students and families, some of whom have been identified through data collection and analysis.</p> <p>The evidence indicates that the building leader did not have a system, or an incomplete or ineffective system was in place, to evaluate the effectiveness of school, district, or external resources and services in meeting the needs of the students and families served.</p>	<p>The evidence indicates that the building leader was aware of some of the school and/or district-provided student support personnel, resources and services (e.g. counselors, nurses, social workers, support groups, etc.) and made limited use of these services to meet the mental, physical, and emotional needs of the student population.</p> <p>The evidence indicates that the building leader had limited knowledge of, but only occasionally made use of external community-based, volunteer, and/or family services in order to provide enhanced support for individual students and families who have been identified through data collection and analysis.</p> <p>The evidence indicates that the building leader maintained a limited or ambiguous system to evaluate the effectiveness of school, district, or external resources and services in meeting the needs of the students and families served.</p>	<p>The evidence indicates that the building leader was aware of many of the school and/or district-provided student support personnel, resources and services (e.g. counselors, nurses, social workers, support groups, etc.) and consistently used these services to meet the mental, physical, and emotional needs of the student population.</p> <p>The evidence indicates that the building leader had adequate knowledge of and sought additional external community-based, volunteer, and/or family services in order to provide enhanced support for individual students and families based on identified needs.</p> <p>The evidence indicates that the building leader maintained an appropriate evaluation system, but it was not consistently used to evaluate the effectiveness of school, district, or external resources and services in meeting the needs of the students and families served.</p>	<p>The evidence indicates that the building leader was aware of a variety of school and district-provided student support personnel, resources and services (e.g. counselors, nurses, social workers, support groups, etc.) and maximized the use of these services to meet the mental, physical, and emotional needs of the student population.</p> <p>The evidence indicates that the building leader had comprehensive knowledge of external resources and when appropriate, sought external community-based, volunteer, and family services in order to provide enhanced support for individual students and families based on identified needs.</p> <p>The evidence indicates that the building leader maintained a comprehensive system and it was consistently used to evaluate and provide feedback on the effectiveness of school, district, and external resources and services in meeting the needs of the students and families served.</p>

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Sources of Evidence for Providing Student Support Services

What You Want to Demonstrate	Possible Evidence	Performance Considerations
Internal and external services and resources are available to students and families	Listing of school/community services available for students and families Samples of communication to stakeholders	Number and type provide evidence of knowledge of services listed demonstrate appropriate and resources available for all disaggregated student groups and how communicated to stakeholders
The established system and how system serves a variety of needs	Stakeholder communication systems (how do they find about and/or access the services available) School demographics report showing typically underserved populations and services available Formative assessment data Summative assessment data Progress/Grade reports Instructional monitoring tools	Sample communications indicate that a variety of media methods are being used and accessed by all stakeholder groups Survey results from stakeholder groups indicate that their needs are being addressed Review data and provide analysis of services and resources utilized by stakeholders Provide evidence that the needs of student population are monitored on an on-going basis
How the system was evaluated, updated and adjusted	Annual reporting/revision system Formative/Summative assessment data Progress/Grade reports Support services annual report regarding accessing of those services (numbers, disaggregated groups served, etc.) Annual needs survey results Collaboration agendas/minutes	Climate surveys indicate a high percentage of satisfaction with school services Overall academic success indicates that support services are being provided Show analysis of the system, the data and other feedback Provide evidence of changes or adjustments made based on data Provide evidence of how collaboration works within the system

Construct 3: Developing Staff

Building leaders, as instructional leaders, understand the relationship between quality instruction and student learning. Therefore, they promote the success of every student by providing a culture of learning and development for all staff in the school. Building leaders supervise instruction in order to gather information about the strengths and weaknesses of staff and students. The building leader analyzes and uses this information to determine professional learning needs, and creates plans to address those needs. The professional learning opportunities are varied and differentiated in order to develop the instructional and leadership capacity of staff. Demonstration of the building leader's proficiency in developing staff is evidenced by:

3.1 Staff Evaluation

The building leader evaluated teachers and other staff members for the purpose of improving student growth, identifying professional learning needs, promoting teacher leadership, and making decisions. Evaluations included the use of a variety of techniques for collecting multiple sources of evidence throughout the year. The building leader followed established guidelines and timelines for the evaluations. Key indicators include: utilize multiple measures, analyze and use data from multiple measures to inform decisions, ensure process and systems are in place, and adhere to legal requirements and regulatory guidelines.

3.2 Professional Learning

The building leader promoted a culture of learning and collaboration by providing opportunities for staff to acquire, enhance, and refine the knowledge, skills, and commitment necessary to create and support high levels of learning for all students. The building leader used data to determine professional learning opportunities for the purpose of improving student growth, enhancing staff practice, and promoting teacher leadership. Effective professional learning came in many different forms (learning communities, coaching, mentoring, courses, workshops, job-embedded activities, collegial sharing, etc.), and differentiated to meet staff and student needs. The professional learning plan is part of the school improvement plan and is aligned to district and state curriculum, instruction and assessments. The building leader evaluated the implementation and impact of professional learning to determine what is working and what needs to be modified. Key indicators include: differentiated in topics and methodology, connected to identified needs of staff, teachers, and students, aligned with school and district improvement goals, provides time and support, and evaluation of professional learning.

3.3 Distributed Leadership

The building leader established and sustained a culture of distributed leadership within the school, district and community. The building leader developed the capacity for distributed leadership as part of the process of shared governance. The building leader modeled distributed leadership and expected staff to take an active role in decision making and serve in leadership roles according to their areas of expertise. Key indicators include: develop capacity for distributed leadership and promote shared instructional and leadership opportunities for staff.

3.1 Staff Evaluation

The building leader evaluated teachers and other staff members for the purpose of improving student growth, identifying professional learning needs, promoting teacher leadership, and making decisions. Evaluations were based on the use of a variety of techniques to collect multiple sources of evidence throughout the year. The building leader followed established guidelines for the evaluations.

X1	X2	X3	X4
<p>The evidence indicates that the building leader implemented and met legal requirements and regulatory guidelines for staff evaluation. Staff were not participants in their own evaluation, and received little or no constructive feedback.</p>	<p>The evidence indicates that the building leader implemented and met legal requirements and regulatory guidelines for staff evaluation, with some staff understanding the evaluation process, participating in their own evaluation, and receiving feedback.</p>	<p>The evidence indicates that the building leader implemented and met legal requirements and regulatory guidelines for staff evaluation, with most staff understanding the evaluation process, participating in their own evaluation and receiving feedback.</p>	<p>The evidence indicates that the building leader implemented and met legal requirements and regulatory guidelines for staff evaluation, with all staff understanding the evaluation process, participating in their own evaluation and receiving substantial, ongoing feedback.</p>
<p>The evidence indicates that the building leader utilized little or no data to inform decisions about improving staff effectiveness and leadership for student growth.</p>	<p>The evidence indicates that the building leader utilized limited data to inform decisions about improving staff effectiveness and leadership for student growth.</p>	<p>The evidence indicates that the building leader utilized appropriate analysis of multiple sources of data to inform decisions about improving staff effectiveness and leadership for student growth.</p>	<p>The evidence indicates that the building leader utilized comprehensive analysis and use of multiple sources of data to inform decisions about improving staff effectiveness and leadership for student growth.</p>

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Sources of Evidence for Evaluation of Staff

What You Want to Demonstrate	Possible Evidence	Performance Considerations
Collected data to measure staff performance	<p>Evaluation schedule that documents adherence to legal requirements and regulatory guidelines</p> <p>Utilization of teacher evaluation tool.</p> <p>Examples of staff communications about the evaluation process</p> <p>Teacher evaluation artifacts – classroom observation notes, walkthrough notes, collaboration minutes, staff meeting notes, staff and personal professional learning plans, lesson plans, staff goals</p> <p>Student achievement results (formative and summative)</p> <p>Mentor records and beginning teacher feedback</p> <p>Teacher self-assessment</p>	<p>There is evidence of consistent use of the district evaluation tool</p> <p>Communication documentation indicates that all staff members are informed of instruments used in the processes and expectations in the collection of data</p> <p>Explain the differentiation in the use of instruments per the licensed staff job position</p>
Analyzed and used data to inform decisions	<p>Artifacts that show collaboration with individual staff, i.e., meeting minutes, written goals and objectives, walk through teacher notes.</p> <p>Response to student achievement data, i.e., lesson plans, collaboration minutes, implementation of data analysis tool, consistent use of fluid student groupings, evidence of differentiation</p>	<p>Articulate how adjustments are made based on data analysis</p> <p>Multiple sources of data are utilized to base decisions</p> <p>Evidence that staff input is sought</p> <p>Clear plan described as to ways analysis was shared and adjustments made for the next year's process</p> <p>Articulate how staff participate in evaluation process and receive ongoing feedback</p>
Implemented processes and systems	<p>Evaluation schedule that documents adherence to legal requirements and regulatory guidelines</p> <p>Evidence of faculty notification of the process and access to forms</p> <p>Walkthrough supervision schedules</p> <p>Classroom observation schedule</p> <p>Documentation of mentoring and induction programs regarding evaluation processes</p> <p>Mentor records and beginning teacher feedback</p> <p>Building collaboration schedules</p>	<p>Clear plan described showing notification of all staff members regarding evaluation process.</p> <p>Provide evidence that outlines district policy and legal guidelines</p> <p>Clear plan described for implementation of these processes (scheduling, assignment of duties, timelines, etc.)</p> <p>Clear plan described for informing new staff of the evaluation process and expectations</p>
Adhered to legal requirements and regulatory guidelines	<p>Documentation of adherence to the district evaluation process and schedules</p> <p>Dated evaluations</p> <p>Evaluation schedule that documents adherence to legal requirements and regulatory guidelines</p> <p>Accurate written descriptions of teacher performance that includes both strengths and areas for growth.</p>	<p>Plan adheres to all legal requirements</p> <p>Evidence indicates that administration has adhered to legal requirements and regulatory guidelines</p>

3.2 Professional Learning

The building leader promoted a culture of learning and collaboration by providing opportunities for staff to acquire, enhance, and refine the knowledge, skills, and commitment necessary to create and support high levels of learning for all students. Professional learning was determined by data and is aligned with school/district improvement goals. Effective professional learning was in many different forms, differentiated to meet identified needs, and promoting teacher leadership.

X1 <input type="checkbox"/>	X2 <input type="checkbox"/>	X3 <input type="checkbox"/>	X4 <input type="checkbox"/>
The evidence indicates that the building leader utilized little or no data to determine areas of improvement and professional learning needs.	The evidence indicates that the building leader utilized data from a few sources to identify areas of improvement and to determine professional learning needs.	The evidence indicates that the building leader utilized data from a variety of sources to identify areas of improvement and to determine professional learning needs.	The evidence indicates that the building leader utilized data from a variety of sources and routinely analyzes that data to identify areas of improvement and to determine professional learning needs.
The evidence indicates that the building leader designed professional learning to meet legal requirements and regulatory guidelines only.	The evidence indicates that the building leader occasionally designed professional learning that was differentiated and loosely matches the adult learning preferences and needs of the staff and school.	The evidence indicates that the building leader regularly designed professional learning that was differentiated and adequately matches the adult learning preferences and needs of the staff and school.	The evidence indicates that the building leader systematically designed professional learning that was research-based, differentiated and matches the adult learning preferences and needs of the staff and school.
The evidence indicates that the building leader designed professional learning that was poorly aligned and implemented with the school improvement plan, and was rarely focused on student learning.	The evidence indicates that the building leader coached only some of the staff to participate in differentiated learning opportunities that addressed career stages and individual needs.	The evidence indicates that the building leader coached most of the staff to participate in differentiated learning opportunities that addressed career stages and individual needs.	The evidence indicates that the building leader actively coached to participate in differentiated learning opportunities that addressed career stages and individual needs.
The evidence indicates that the building leader involved little or no staff in the decisions about professional learning, including leading it.	The evidence indicates that the building leader involved staff in limited engagement in selecting and/or designing professional learning opportunities, and staff are sometimes involved with delivering professional learning. Limited time was provided and protected for staff collaboration and professional learning.	The evidence indicates that the building leader appropriately engaged staff in selecting and/or designing professional learning opportunities, and staff were regularly involved with delivering professional learning. Adequate time was provided and protected for staff collaboration and professional learning.	The evidence indicates that the building leader actively engaged staff in selecting and designing professional learning opportunities, and staff are frequently involved with delivering professional learning. Extensive time was provided and protected for staff collaboration and professional learning.
The evidence indicates that the building leader and staff practiced minimal evaluation of the professional learning. If evaluation did happen, it	The evidence indicates that the building leader and staff practiced limited	The evidence indicates that the building leaders and staff practiced regular evaluation of the	The evidence indicates that the building leader and staff practiced continuous and extensive evaluation of the implementation and impact of professional learning

was about the delivery of the professional learning, implementation, not about the impact.	evaluation of the implementation and impact of professional learning based on change in staff practices and student growth using a variety of data sources. Few modifications to the professional learning were made based on the evaluation.	implementation and impact of professional learning based on change in staff practices and student growth using a variety of data sources. The evaluation was limited when it came to studying the impact. Some appropriate modifications to the professional learning were made based on the evaluation.	based on change in staff practices and student growth using a variety of data sources. Appropriate and meaningful modifications to professional learning were made based on the evaluation.
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Comments:

Sources of Evidence for Professional Learning

What You Want to Demonstrate	Possible Evidence	Performance Considerations
Analyzed and used data to determine differentiate topics and methodology connected to identified needs of staff, teachers, and students	A needs assessment survey's results around professional learning Building or district climate surveys Student achievement and testing data to evaluate instructional needs	Clear plan specified for gathering data Provide evidence from surveys' All relevant stakeholders are represented in the data Analysis that directed topic choice to meet needs of multiple groups Provide information on how student performance data relates to the design of the professional learning plan
Aligned professional learning with school and district improvement goals	Research-based Professional Learning Plan School and District Improvement Plans	Plan demonstrates clear alignment with school and district improvement goals
Provided time and support and engaged staff in selecting topics for professional learning	Professional learning plans based on individual staff needs Professional learning agendas, objectives, handouts, minutes, attendance rosters, sign-in sheets Professional learning calendar, design and implementation	Documentation specifies allotment of appropriate time for completion Provide evidence that staff is highly involved in selection, design and delivery of professional learning activities Indicate how time and support were provided for collaboration among staff
Evaluated and adjusted professional learning	IDP, Professional learning agendas, objectives, handouts, minutes Documentation of analysis—what was accessed by whom of professional learning results Revised School Improvement Plan Implementation rubrics (pre and post teacher surveys)	Due to participation in select PD activities, teachers showed growth on their implementation rubrics Student performance data indicates improvement in targeted areas Provide documentation on continuous evaluation of professional learning and impact on student performance/learning using multiple data sources Provide evidence of changes to professional learning based on data analysis provided and appropriate revisions made to address needs

3.3 Distributed Leadership

The building leader established and sustained a culture of distributed leadership within the school, district and community. The building leader developed the capacity for distributed leadership as part of the process of shared governance. The building leader modeled distributed leadership and expects staff to take an active role in decision making and serving in leadership roles according to their areas of expertise.

X1 <input type="checkbox"/>	X2 <input type="checkbox"/>	X3 <input type="checkbox"/>	X4 <input type="checkbox"/>
<p>The evidence indicates that the building leader made minimal attempts to establish a culture of distributed leadership within the school, district and community. There was little or no evidence of capacity building related to distributed leadership.</p> <p>The evidence indicates that the building leader had a leadership team in place, but the members and leaders needed clarification regarding focus, roles, and responsibilities, or the team did not have a role in decision-making that will bring about improvements.</p> <p>The evidence indicates that the building leader had minimal expectations for staff to take a role in decision making and serve in leadership roles.</p> <p>The evidence indicates that the building leader rarely gave staff members a role in school/district initiatives.</p> <p>The evidence indicates that the building leader did not reflect on</p>	<p>The evidence indicates that the building leader began to establish a culture of distributed leadership within the school, district and community or was sustaining the established culture with mixed results. Capacity building related to distributed leadership was limited to only a few staff and stakeholders.</p> <p>The evidence indicates that the building leader had a leadership team in place, but the members and leaders needed clarification regarding focus, roles, and responsibilities.</p> <p>The evidence indicates that the building leader had limited expectations for staff to take a role in decision making and serve in leadership roles according to their areas of expertise. Leaders provided only initial opportunities for staff to have input into decision making and rarely coach others in the process of shared governance.</p> <p>The evidence indicates that the building leader periodically gave staff members a leadership role in school/district initiatives.</p> <p>The evidence indicates</p>	<p>The evidence indicates that the building leader established a culture of distributed leadership within the school, district and community. Appropriate capacity building related to distributed leadership was established. Leaders routinely provided opportunities for shared leadership with staff and other stakeholders.</p> <p>The evidence indicates that the building leader had a leadership team in place, and the members and leaders understood the focus, roles, and responsibilities.</p> <p>The evidence indicates that the building leader had expectations for staff to take a role in decision making and serve in leadership roles according to their areas of expertise, but may have had uneven results. Leaders coached others in the process of shared governance.</p> <p>The evidence indicates that the building leader regularly gave staff members the opportunity to lead school/district initiatives.</p> <p>The evidence indicates that the building leader</p>	<p>The evidence indicates that the building leader established and sustained a culture of distributed leadership within the school, district and community. Extensive capacity building related to distributed leadership was established. There were consistent, multiple and substantial opportunities for shared leadership with staff and other stakeholders.</p> <p>The evidence indicates that the building leader had an effective leadership team in place, and was viewed as the engine for continuous improvement by staff, leaders, and external stakeholders.</p> <p>The evidence indicates that the building leader had expectations for all staff to take an active role in decision making and serve in leadership roles according to their areas of expertise. Leaders effectively coached others in the process of shared governance.</p> <p>The evidence indicates that the building leader consistently gave and encouraged staff members to take opportunities to lead school/district initiatives.</p> <p>The evidence indicates</p>

Construct 4: Making the Organization Work

School leaders, as instructional leaders, create a positive organizational culture for learning and teaching. They ensure teacher and organization time is focused to support quality instruction and student learning. They have high expectations for all, promote professional and ethical behavior, and ensure that individual student needs inform all aspects of schooling. School leaders promote the success of every student and staff by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment. They make decisions about resources that are supportive of the vision of learning. They obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources. They promote and protect the welfare and safety of students and staff. They create and sustain a collaborative environment with students, staff, and the community. They promote understanding, appreciation, and use of the community's diverse cultural, social and intellectual resources. They build and sustain partnerships with families and community partners. Demonstration of the school leader's proficiency in making the organization work is evidenced by:

4.1 Positive Organizational Culture

The building leader evaluated data regarding beliefs, processes and structures in the school that support or impede rigor in teaching and learning. The building leader used the results of the analysis of data to inform the school improvement plan and implements processes and structures that support a positive culture of high expectation for all students and adults. The building leader engaged participants (staff, students, parents, and other stakeholders) in collaborative work to establish and sustain the positive culture. Key indicators include: analyze and use data from multiple measures to inform plans, ensure process and systems are in place, and promote collaboration to achieve goals.

4.2 Management of the Organization, Operation and Resources

The building leader ensured management of the organization, operation, and resources for a safe, efficient, and effective learning environment. The building leader obtained, allocated, aligned and efficiently utilized human, fiscal, and technological resources to meet the district and school goals. The building leader followed established guidelines and timelines for all of the elements required by federal, state, and district regulations. The building leader monitored and evaluated the management and operational systems to determine what is working and what needs to be modified. Key indicators include: make decisions about procedures and resources, monitors organizational processes, and meets established regulations.

4.3 Collaborative Environment

The building leader established and sustained a culture of collaboration with staff and community members to achieve school and district goals. There was a response to diverse community interests and needs and mobilization of community resources. The building leader collected and analyzed data and information pertinent to the educational environment in order to promote understanding, appreciation, and use of the community's diverse cultural, social and intellectual resources. Plans were developed and implemented to improve the collaborative environment. The building leader built and sustained relationships with the staff, students, families and community partners. There was monitoring of the relationships and level of collaboration in order to make adjustments to better serve the school and school community. Key indicators include: collect and analyze data and information about the school community, implement plan to improve collaboration, and monitor implementation of the plan.

4.1 Positive Organizational Culture

The building leader evaluated data regarding beliefs, processes and structures in the school that support or impede rigor in teaching and learning. The building leader used the results of the analysis of data to inform the school improvement plan and implements processes and structures that support a positive culture of high expectation for all students and adults. The building leader engaged participants (staff, students, parents, and other stakeholders) in collaborative work to establish and sustain the positive culture.

X1 <input type="checkbox"/>	X2 <input type="checkbox"/>	X3 <input type="checkbox"/>	X4 <input type="checkbox"/>
<p>The evidence indicates that the building leader rarely analyzed, interpreted and utilized multiple sources of data that were varied to make decisions that positively impact the school culture for learning.</p> <p>The evidence indicates that the building leader rarely planned and implemented processes and procedures that created a culture in which few stakeholders take responsibility for and share in the planning, shaping and implementation of an effective instructional program. The culture for teaching and learning did not demonstrate sensitivity to, and was not inclusive of, the diversity among the school population, and reflected high expectations for only a few of its members.</p>	<p>The evidence indicates that the building leader occasionally analyzed, interpreted and utilized multiple sources of data that were varied to make decisions that positively impact the school culture for learning.</p> <p>The evidence indicates that the building leader occasionally planned and implemented processes and procedures that created a culture in which some stakeholders take responsibility for and share in the planning, shaping and implementation of an effective instructional program. The culture for teaching and learning was somewhat sensitive and inclusive of the diversity among the school population, and reflected high expectations for some of its members</p>	<p>The evidence indicates that the building leader regularly analyzed, interpreted and utilized multiple sources of data that were varied to make decisions that positively impact the school culture for learning.</p> <p>The evidence indicates that the building leader regularly planned and implemented processes and procedures that created a culture in which many stakeholders take responsibility for and share in the planning, shaping and implementation of an effective instructional program. The culture for teaching and learning was largely sensitive to and inclusive of the diversity among the school population, and reflected high expectations for most of its members.</p>	<p>The evidence indicates that the building leader comprehensively analyzed, interpreted and uses multiple sources of data that were varied to make decisions that positively impact the school culture for learning.</p> <p>The evidence indicates that the building leader systematically planned and implemented processes and procedures that created a culture in which multiple stakeholders take responsibility for and share in the planning, shaping and implementation of an effective instructional program. The culture for teaching and learning was sensitive to and inclusive of the diversity among the school population, and reflected high expectations for all its members.</p>

Comments:

Sources of Evidence for Positive Organization Culture

What You Want to Demonstrate	Possible Evidence	Performance Considerations
<p>High expectations for all</p> <p>What measures were used to collect and analyze data on school and community culture for learning</p> <p>High expectations for professional behavior, ethical behavior and equity for all</p>	<p>Documentation of standards for performance</p> <p>School Climate Surveys</p> <p>Staff Turnover and Retention Data</p> <p>Community and Site Council Surveys</p> <p>Formative assessment data</p> <p>Summative assessment data agendas</p> <p>Parent volunteer records</p> <p>Community partnership data</p> <p>Log of interagency interaction</p> <p>Character education program</p>	<p>Clear documentation of high expectations for all (mission, etc.)</p> <p>Demonstrates ethical behavior in all actions</p> <p>Collect and analyze data on all surveys</p> <p>Collect and analyze data on all assessments</p> <p>Collect and analyze data on staff turnover and retention</p> <p>Use of analysis of data for decision-making and feedback to appropriate stakeholders</p> <p>Agendas should demonstrate support and discussion of teaching and learning, data-based decision-making, addressing the school improvement plan, and engaging stakeholders</p> <p>Parent volunteer list and recognition ceremony includes representation from all sub-groups</p> <p>Provides evidence of collaboration with higher ed and other business/community organizations</p> <p>Provides evidence of character education activities and any related data</p>
<p>How were the plans and implementation of processes put in place for shared responsibility of learning culture promotes collaboration</p>	<p>Community/school demographics</p> <p>School Climate Surveys</p> <p>Staff turnover and retention Data</p> <p>Community and Site Council Surveys</p> <p>Formative assessment data</p> <p>Summative assessment data</p> <p>Agendas and minutes of meetings and documents</p> <p>MTSS documentation and structure and tiered instruction documents</p> <p>Celebrations</p>	<p>Clear plan to provide teaching and learning opportunities for all stakeholder groups (purposeful community)</p> <p>Items should demonstrate involvement of multiple stakeholder groups</p> <p>Collect, analyze and discuss data for the purpose of driving instruction for the culture of learning</p> <p>Provide evidence of effective implementation of the MTSS process and student performance data</p> <p>Provide evidence of positive, supportive, learning culture involving celebrations of learning</p>
<p>Evidence of engagement by a large percentage of the school population</p> <p>What processes and plans are in place for establishing a culture inclusive of diversity of school/community population</p>	<p>Data to indicate participation in school events</p> <p>School vision, mission and goals</p> <p>School Climate, Community and Site Council Surveys</p> <p>Events focused on community input and collaboration</p> <p>Meeting minutes</p> <p>Differentiation in lesson plans</p> <p>Newsletters, websites, media releases, etc.</p>	<p>Clear plan specified that demonstrates community participation and/or plans to address any under-represented groups</p> <p>Provides evidence that demonstrates differentiation of instruction</p> <p>Provides evidence of collecting, analyzing and discussing data</p> <p>Provides evidence of outreach to multiple stakeholder sub-groups</p>

4.2 Management of the Organization, Operation and Resources

The building leader ensured management of the organization, operation, and resources for a safe, efficient, and effective learning environment. The building leader obtained, allocated, aligned and efficiently utilized human, fiscal, and technological resources to meet the district and school goals. The building leader followed established guidelines and timelines for all of the elements required by federal, state, and district regulations. The building leader monitored and evaluated the management and operational systems to determine what is working and what needs to be modified.

X1 <input type="checkbox"/>	X2 <input type="checkbox"/>	X3 <input type="checkbox"/>	X4 <input type="checkbox"/>
<p>The evidence indicates that the building leader was aware of a variety of school, district and external resources (human, fiscal, and technological) and rarely aligned those resources to district and school goals in order to create a safe and efficient learning environment for all students and staff.</p>	<p>The evidence indicates that the building leader was aware of a variety of school, district and external resources (human, fiscal, and technological) and occasionally aligned those resources to district and school goals in order to create a safe and efficient learning environment for all students and staff.</p>	<p>The evidence indicates that the building leader was aware of a variety of school, district and external resources (human, fiscal, and technological) and regularly aligned those resources to district and school goals in order to create a safe and efficient learning environment for all students and staff.</p>	<p>The evidence indicates that the building leader was aware of a variety of school, district and external resources (human, fiscal, and technological) and systematically aligned those resources to district and school goals in order to create a safe and efficient learning environment for all students and staff.</p>
<p>The evidence indicates that the building leader rarely developed, implemented and modified school budgets that rarely aligned with school and district priorities.</p>	<p>The evidence indicates that the building leader occasionally developed, implemented and modified school budgets that were somewhat aligned with school and district priorities.</p>	<p>The evidence indicates that the school leader regularly developed, implemented and modified school budgets that were usually aligned with school and district priorities.</p>	<p>The evidence indicates that the school leader systematically developed, implemented and modified school budgets that were aligned with school and district priorities.</p>
<p>The evidence indicates that the building leader rarely created and monitored routines, processes and procedures and rarely collected and analyzed a variety of data from multiple sources in order to gauge their effectiveness and to identify and plan for areas of improvement.</p>	<p>The evidence indicates that the building leader occasionally created and monitored routines, processes and procedures and periodically collected and analyzed a variety of data from multiple sources in order to gauge their effectiveness and to identify and plan for areas of improvement.</p>	<p>The evidence indicates that the building leader regularly created and monitored routines, processes and procedures and regularly collected and analyzed data from multiple sources in order to gauge their effectiveness and to identify and plan for areas of improvement.</p>	<p>The evidence indicates that the building leader systematically created and monitored routines, processes and procedures and regularly collected and analyzed a variety of data from multiple sources in order to gauge their effectiveness and to identify and plan for areas of improvement.</p>
<p>The evidence indicates that the building leader had little or no knowledge of guidelines and timelines required by federal, state and district mandates and always met those requirements.</p>	<p>The evidence indicates that the building leader had limited knowledge of guidelines and timelines required by federal, state and district mandates and always met those requirements.</p>	<p>The evidence indicates that the building leader had adequate knowledge of guidelines and timelines required by federal, state and district mandates and always met those requirements.</p>	<p>The evidence indicates that the building leader had an extensive knowledge of guidelines and timelines required by federal, state and district mandates and always met those requirements.</p>

Comments:

Sources of Evidence for Management of the Organization, Operation and Resources

What You Want to Demonstrate	Possible Evidence	Performance Considerations
Tech plan that reflects attention to 21 st century skills What procedures, plans and resources are in place to ensure a safe, efficient, and effective learning environment	Tech plan Building schedule related to usage of tech resources, training Law, fire, health services	Plan clearly indicates usage of cutting edge technology, staff training, student use Provides evidence of technology access for sub-groups Data indicates maximum usage of technology Provides evidence of alignment of technology and learning standards to district and state standards Provides evidence of sharing knowledge and access to law, fire and health services for all stakeholders
How were human capital, fiscal and technological resources used to meet district & school goals	Budget expenditures Fiscal plan HR documentation Technology usage documentation (training, attendance, differentiation)	Provides evidence that personnel provide all learning services needed for equity within sub-groups Provides evidence that all fiscal resources are adequate to achieve school improvement plan goals Provides evidence of equitable distribution of technology resources
Efficient, effective allocation of all resources to address instructional needs What is the compliance process and how is it followed for legal regulations Follows established guidelines (federal, state, district regulations) related to safety	Reflection of ways resources were accessed and used to improve instruction and student performance Fire and tornado logs Handbooks BOE agendas Crisis plan	Reflection describes strategic use of resources to attain maximum use of resources available Documentation of adherence to all regs
How management of organization is evaluated for effectiveness and modifications Organizational processes	Student and staff handbooks Course handbooks Building work orders, maintenance records PBR, EOYA, KIDS, Kan-DIS records Safety reports School Climate/Building Management surveys Daily schedules	Provides evidence of meeting all compliance issues Provides evidence of the systems used to accomplish goals Provides evidence of ongoing maintenance of physical plant and environment Provides evidence of mid-cycle review and/or modification as needed

4.3 Collaborative Environment

The building leader established and sustained a culture of collaboration with staff and community members to achieve school and district goals. There was a response to diverse community interests and needs and mobilization of community resources. The building leader collected and analyzed data and information pertinent to the educational environment in order to promote understanding, appreciation, and use of the community's diverse cultural, social and intellectual resources. Plans were developed and implemented to improve the collaborative environment. The building leader built and sustained relationships with the staff, students, families and community partners. There was monitoring of the relationships and level of collaboration in order to make adjustments to better serve the school and school community.

X1 <input type="checkbox"/>	X2 <input type="checkbox"/>	X3 <input type="checkbox"/>	X4 <input type="checkbox"/>
<p>The evidence indicates that the building leader rarely collected and analyzed data that was varied and from multiple sources in order to gain minimal knowledge of the diverse school community, its needs and resources.</p> <p>The building leader developed and implemented minimal plans for building and sustaining relationships with all members of the school community (staff, students, families and community partners) in order to communicate and implement the school's vision.</p> <p>The evidence indicates that the building leader initiated and responded to few opportunities for school community collaborations and partnerships. Few systems and procedures were put in place for monitoring, evaluating and maintaining existing community relationships and for identifying and establishing new ones that support school and district goals.</p>	<p>The evidence indicates that the building leader occasionally collected and analyzed data that was varied and from multiple sources in order to gain basic knowledge of the diverse school community, its needs and resources.</p> <p>The building leader developed and implemented limited or basic plans for building and sustaining relationships with all members of the school community (staff, students, families and community partners) in order to communicate and implement the school's vision.</p> <p>The evidence indicates that the building leader initiated and responded to some opportunities for school community collaborations and partnerships. Some systems and procedures were put in place for monitoring, evaluating and maintaining existing community relationships and for identifying and establishing new ones that support school and district goals.</p>	<p>The evidence indicates that the building leader regularly collected and analyzed data that was varied and from multiple sources in order to gain adequate knowledge of the diverse school community, its needs and resources.</p> <p>The building leader developed and implemented adequate plans for building and sustaining relationships with all members of the school community (staff, students, families and community partners) in order to more regularly communicate and implement the school's vision.</p> <p>The evidence indicates that the school leader initiated and responded to many opportunities for school community collaborations and partnerships. Adequate systems and procedures were put in place for monitoring, evaluating and maintaining existing community relationships and for identifying and establishing new ones that support school and district goals.</p>	<p>The evidence indicates that the building leader systematically collected and analyzed data that was varied and from multiple sources in order to gain extensive knowledge of the diverse school community, its needs and resources.</p> <p>The building leader developed and implemented comprehensive plans for building and sustaining relationships with all members of the school community (staff, students, families and community partners) in order to more extensively communicate and implement the school's vision.</p> <p>The evidence indicates that the building leader initiated and responded to multiple and varied opportunities for school community collaborations and partnerships. Comprehensive systems and procedures were put in place for monitoring, evaluating and maintaining existing community relationships and for identifying and establishing new ones that support school and district goals.</p>

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Sources of Evidence for Collaborative Environment

What You Want to Demonstrate	Possible Evidence	Performance Considerations
Overall community involvement How information and data was collected and analyzed about school community	PTA or any other parent organization involvement/activities Community involvement/activities Interest, Career, Culture and/or Wellness Fairs Community and Site Council surveys Newsletters, website	Clear plan specified to draw community members into the school with a variety of activities Clear plan specified to involve school members (staff and students) in the community (service learning, etc.) Provides evidence of multi-lingual documents (for school and community communications)
How was the plan to improve collaboration implemented	Communication documents for the collaboration plan Engaging community in implementation of the plan Community and Site Council surveys	Provides documentation of community engagement in collaboration plans
How was the plan monitored and implemented	Community and Site Council surveys (longitudinal, ongoing for comparisons) Reflection of staff and community related to collaboration plan	Provides evidence of ongoing analysis and modification of the collaboration plan based on needs and goals Provides evidence of knowledge and usage of community resources over time Logs of student/family referrals to community agencies Collect and analyze reflections for use in modifications of the plan

BUILDING LEADER SELF-REFLECTION/ASSESSMENT

(To be completed by evaluatee and evaluator)

Name _____ Position _____

School _____ School Year _____

Directions: Reflect upon your progress toward achievement of goals. Complete a reflective summary for each identified goal citing the evidence that is used to inform the narrative. Attach evidence for review by your evaluator.

Construct/ Component	Goal
Evidence	
Narrative (Support thinking with objective evidence)	

BUILDING LEADER GOAL SETTING/TRACKING FORM

(To be completed by evaluatee and evaluator)

Name _____

Position _____

School _____

School Year _____

Goal _____

Construct/Component Addressed _____

Proposed Actions/Activities	Resources Needed	Timeline	Expected Outcomes

BUILDING LEADER OBSERVATION FORM

Building Leader: _____ Observer: _____ Date: _____

Construct 1: Setting Direction

Component	Observable Building Leader Evidence
1.1 Participation in a Team to Create a Vision and Mission <i>Examples of demonstrated evidence:</i> <ul style="list-style-type: none"> <input type="checkbox"/> Involves stakeholders <input type="checkbox"/> Collaborates <input type="checkbox"/> Clearly defined vision <input type="checkbox"/> Aligned to district vision 	
1.2 Participation in a Team to Create an Implementation Plan and a School Improvement Plan <i>Examples of demonstrated evidence:</i> <ul style="list-style-type: none"> <input type="checkbox"/> Plan for communicating and implementing vision <input type="checkbox"/> Plan is clearly articulated <input type="checkbox"/> Plan meets district requirements 	
1.3 Implementation of a School Improvement Plan. <i>Examples of demonstrated evidence:</i> <ul style="list-style-type: none"> <input type="checkbox"/> Strategies to implement and communicate the plan <input type="checkbox"/> Monitoring of implementation 	

Construct 2: Developing All Students

Component	Observable Building Leader Evidence
2.1 Monitoring Student Progress and the Instructional Program. <i>Examples of demonstrated evidence:</i> <ul style="list-style-type: none"> <input type="checkbox"/> Instruction guidelines are communicated to teachers, students and stakeholders <input type="checkbox"/> Process in place for monitoring implementation of guidelines <input type="checkbox"/> Student data is utilized in the classroom <input type="checkbox"/> Data was reviewed by building leader to inform instruction 	

<p>2.2 Sharing Student Learning Results</p> <p><i>Examples of demonstrated evidence:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyzed, disseminated and updated student data <input type="checkbox"/> Provided access to data from multiple sources <input type="checkbox"/> Provided regular and adequate time and support for collaboration 	
<p>2.3 Implementing of a Variety of Student Activities</p> <p><i>Examples of demonstrated evidence:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Offered a variety of intra and extra-curricular activities <input type="checkbox"/> Provides an environment that encourages enrollment in activities <input type="checkbox"/> Monitors the quality and effectiveness of activities 	
<p>2.4 Providing Student Support Services</p> <p><i>Examples of demonstrated evidence:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Awareness of available student support services and uses services to meet student needs <input type="checkbox"/> Awareness of external resources and sought assistance as needed <input type="checkbox"/> Has in place a system that provides feedback on effectiveness of student services 	

Construct 3: Developing Staff

Component	Observable Building Leader Evidence
<p>3.1 Staff Evaluation</p> <p><i>Examples of demonstrated evidence:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Meets requirements and guidelines for staff evaluation <input type="checkbox"/> Uses data to inform decisions about improving staff effectiveness 	

<p>3.2 Professional Development <i>Examples of demonstrated evidence:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses data to determine areas of improvement and staff development needs <input type="checkbox"/> Designs professional development that considers the diverse needs of staff <input type="checkbox"/> Coached staff to participate in opportunities that addressed individual career needs <input type="checkbox"/> Adequate time was provided for professional development <input type="checkbox"/> Staff were involved in delivering the professional development <input type="checkbox"/> Evaluation was done around professional development 	
<p>3.3 Distributed Leadership <i>Examples of demonstrated evidence:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Offered regular opportunities for shared leadership to establish a culture of shared leadership <input type="checkbox"/> Has in place a building leadership team <input type="checkbox"/> Expects all staff to take an active role in decision making and leadership <input type="checkbox"/> Reflects on the effectiveness of distributed leadership 	

Construct 4: Making the Organization Work

Component	Observable Building Leader Evidence
<p>4.1 Positive Organizational Culture <i>Examples of demonstrated evidence:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Used data to make decisions that impact school culture for learning <input type="checkbox"/> Involved stakeholders in the planning and implementation an effective instructional program that is sensitive to the diversity of students 	
<p>4.2 Management of the Organization, Operation and Resources <i>Examples of demonstrated evidence:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Aware of internal and external resources and aligned those in order to create a safe environment 	

BUILDING LEADER CONFERENCE FORM

(To be completed by evaluator)

Building Leader _____ Evaluator _____

School _____ School Year _____

Beginning-of-Year Conference

Date

Discussion Summary

Building Leader Signature

Evaluator Signature

BUILDING LEADER CONFERENCE FORM
(To be completed by evaluator)

Building Leader _____ Evaluator _____
School _____ School Year _____

Mid-Year Conference

Date

Discussion Summary

Building Leader Signature

Evaluator Signature

BUILDING LEADER CONFERENCE FORM

(To be completed by evaluator)

Building Leader _____ Evaluator _____

School _____ School Year _____

End-of-Year Conference

Date

Discussion Summary

Building Leader Signature

Evaluator Signature

RECORD OF BUILDING LEADER EVALUATION ACTIVITIES (REQUIRED)

Building Leader Name: _____ **ID#:** _____

School: _____ **School Year:** _____

Position/Assignment: _____

Evaluator: _____ **Title:** _____

Leadership Background (Briefly describe the building leader's educational background, years of experience, assignment, and any other factors that may impact the evaluation):

The Kansas Building Leader Evaluation is based, in part, on informal and formal observations and conferences conducted on the following dates:

Activity	Date	Building Leader Signature	Evaluator Signature
Orientation			
Self-Assessment & Goal Selection			
Beginning-of-Year Conference			
School Visit 1			
Mid-Year Conference			
School Visit 2			
Reflective Summary			
End-of-Year Conference			
Individual Growth Plan (if needed)			

In addition to observations, other relevant sources of performance evidence, such as the artifacts suggested on the rubric, may be considered when determining the principal's overall level of performance. Sources of evidence discussed in completing this evaluation include the following:

SUMMARY RATING SHEET

This form summarizes ratings from the rubric or observations from the rubric or observation form and requires the rater to provide a description of areas needing improvement and comments about performance. It should be completed after each observation and as a part of the Summary Evaluation discussion conducted near the end of the year. It should be used to summarize self-assessment and evaluator ratings.

Name: _____

Date: _____

School: _____

District: _____

Evaluator: _____

Title: _____

Construct 1: Setting Direction	X1	X2	X3	X4
1. Organization and participation in a team of stakeholders to develop vision, mission, and goals.				
2. Participation in a team of stakeholders to develop a plan to implement the school vision with stakeholders.				
3. Implementation of a school improvement plan.				
Overall rating for Construct 1				

Construct 2: Developing Students	X1	X2	X3	X4
1. Monitoring student progress and the instructional program.				
2. Sharing student learning results.				
3. Implementing a variety of student activities.				
4. Providing student support services.				
Overall rating for Construct 2				

Construct 3: Developing Staff	X1	X2	X3	X4
1. Staff evaluation for the purpose of improving student growth, identifying professional learning needs, promoting teacher leadership, and making decisions.				
2. Professional learning (courses, coaching, mentoring, evaluation).				
3. Establishing and maintaining a culture of distributed Leadership.				
Overall rating for Construct 3				

Construct 4: Making the Organization Work	X1	X2	X3	X4
1. Positive organizational culture for teaching and learning.				
2. Management of the organization, operation, and resources for a safe, efficient, and effective learning environment.				
3. Establishing and maintaining a culture of collaboration to achieve school and district goals.				
Overall rating for Construct 4				

Building Leader Signature

Date

Evaluator Signature Comment Attached: ____ Yes ____ No

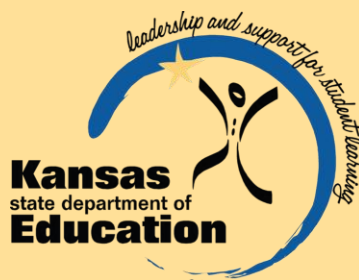
Date

Evaluator Signature (Indicates question above regarding comments has been addressed)

Date

DISTRICT LEADER EVALUATION

KANSAS EDUCATOR EVALUATION PROTOCOL KEEP



KANSAS DISTRICT LEADER EVALUATION PROCESS

MINIMAL EXPECTATION

STEP 1 Orientation to the process

The Superintendent and Board members will:

- Review the superintendent evaluation process together, including a review of the rubrics, documentation, evidence sources and timeline.

STEP 2 Self-Assessment

The Superintendent will:

- Complete a self-reflection/assessment and selection of goals (to be completed prior to one-on-one conference).
- Consider artifacts to support the self-reflection/assessment and goal selection.

STEP 3 Goal-setting and Planning Meeting

The Superintendent and Board will:

- Meet to review reflection/self-assessment, goals for the year and to review supporting documentation.
- Agree on the performance goals for the evaluation period and the data, evidence, artifacts and actions needed to support the year-end determination of a level of performance.
- Identify ways in which the Board can support the Superintendent accomplish goals.

STEP 4 Data Collection

The Superintendent will:

- Collect the data, evidence and artifacts determined in Step 3. Superintendent may collect additional pertinent evidence.

STEP 5 Mid-Year Conference

The Superintendent and Board members will:

- Meet to review progress towards achievement of goals: i.e., review data, evidence, artifacts agreed upon in Step 3 and any other pertinent evidence collected by the superintendent.
- Make a determination as to whether adjustments need to be made to the original plan in order to meet the goals agreed upon in Step 3.

STEP 6 Data Collection

The Superintendent will:

- Collect the data, evidence and artifacts determined in Step 3 and modified, if necessary, in Step 5.

STEP 7 Year-End Self-Assessment

The Superintendent will:

- Gather data, evidence and artifacts identified in Step 3 and modified, if necessary in Step 5, to determine progress toward achievement of goals.
- Complete an end-of-year self-reflection/assessment
- Send data, evidence, artifacts, self-reflection and any other required documentation to Board members to review prior to year-end conference.

STEP 8 Year-End Conference

The Superintendent and Board members will:

- Meet to review data, evidence, and artifacts and to review rubrics to determine progress toward achievement of goals.
- Will make a preliminary determination of goals for the next year and create an Individual Growth Plan, as necessary.

KANSAS DISTRICT LEADER EVALUATION RUBRICS

Construct 1: Setting Direction and Making the Organization Work

District leaders have the responsibility of working with district stakeholders to collaboratively establish a common vision and to channel that vision into a strategic plan that is directed to maximize student learning and development. This responsibility requires the use of a wide range of data sources to guide both the development of short term and long term plans, along with ongoing monitoring, supported by appropriate and targeted resources. Demonstration of the district leader's proficiency in setting direction is evidenced by:

1.1 Establishing and Communicating the District Vision

The district leader organized the development and/or maintenance and communication of the district vision that is focused on student learning and development. The district leader ensured that all appropriate and representative stakeholders (both internal and external) are involved in the process to establish the district vision, and that they continue to be appropriately involved throughout the communication stage of the process. Note: there is no expectation that a new vision is created each year but that it becomes a foundation for ongoing work around the strategic plan. It may not be relevant to consider the creation of a vision each year if one is already in place. Key indicators include: development and/or maintenance of a vision focused on student learning needs and development; involvement of stakeholders; use of data to inform the vision; communication of the vision.

1.2 Developing, Implementing and Monitoring a Strategic Plan

The district leader worked collaboratively to develop, implement and monitor a strategic plan that addresses the district's vision and student learning needs. This strategic plan needs to be clearly aligned to the district vision. Data will be used to guide the process at all stages - the development, implementation and monitoring of the strategic plan. Key indicators include: development of a strategic plan that addresses continuous learning improvement for all students; implementation of a strategic plan; the monitoring of the implementation; involvement of stakeholders at each part of the process; use of data at each stage of the process.

1.3 Seeking and Allocating Resources

The district leader sought appropriate and sufficient resources to support the work of the district from local, state and federal sources. The district leader used analyses of appropriate data and consultation with stakeholders to determine the allocation of resources to support the district strategic plan, using all resources in the most efficient and effective manner to meet operational needs and district strategic plan. The district leader communicated appropriately with stakeholders about the securing and allocation of resources. Key indicators include: seeking of resources; use of data and the strategic plan to guide decision making regarding resource allocation; allocation and management of district resources to support the strategic plan; allocation and management of resources to support operational needs; communication to stakeholders.

1.1 Establishing and Communicating the District Vision

The district leader organized the development and/or maintenance and communication of the district vision that is focused on student learning and development. The district leader ensured that all appropriate and representative stakeholders (both internal and external) are involved in the process to establish the district vision, and that they continue to be appropriately involved throughout the communication stage of the process. Note: there is no expectation that a new vision is created each year but that it becomes a foundation for ongoing work around the strategic plan. It may not be relevant to consider the creation of a vision each year if one is already in place.

X1 <input type="checkbox"/>	X2 <input type="checkbox"/>	X3 <input type="checkbox"/>	X4 <input type="checkbox"/>
<p>The evidence indicates that the district leader organized the development and/or maintenance of a partial, generic or unclear vision that does not seem to match district goals or needs.</p> <p>The evidence indicates that the district leader did not utilize data to inform the vision, and little or no involvement of stakeholders (teachers, parents, students, district office, community members) occurred at each stage of the process.</p> <p>The evidence indicates that the district leader provided no or insignificant communication about the vision, or communicated about the vision in inconsistent, confusing ways.</p>	<p>The evidence indicates that the district leader organized the development and/or maintenance of an incomplete vision that is loosely related to district goals and needs.</p> <p>The evidence indicates that the district leader utilized limited collection or analysis of data to inform the vision, and only some involvement of stakeholders, but with critical omissions.</p> <p>The evidence indicates that the district leader provided limited communication of the vision using only a single modality or included only a limited range of stakeholders in the communication.</p>	<p>The evidence indicates that the district leader organized the development and/or maintenance of a vision that is aligned to district goals and needs.</p> <p>The evidence indicates that the district leader utilized multiple sources of data to inform the vision, and involved most of the appropriate stakeholders (staff, parents, students, school board, and business community) at each stage of the process.</p> <p>The evidence indicates that the district leader communicated the vision using several different modalities (e.g., meetings, newsletters, through technology) and included the majority of stakeholders in the communication.</p>	<p>The evidence indicates that the district leader organized the development and/or maintenance of a clearly defined vision that is aligned to district goals and needs, and that supports the work of the district.</p> <p>The evidence indicates that the district leader utilized multiple and varied sources of data to inform the vision, and involved all of the appropriate stakeholders (staff, parents, students, school board, and business community) at each stage of the process.</p> <p>The evidence indicates that the district leader communicated the vision using a variety of modalities (e.g., meetings, newsletters, through technology) and ensured that all stakeholders were included in the communication. While particular aspects of the vision might be stressed to different stakeholders, the message was consistent.</p>

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Sources of Evidence for Establishing and Communicating the District Vision

What you want to demonstrate	Possible Evidence	Performance considerations
How the vision was developed and/or maintained to focus on student learning needs and development	Meeting agendas/minutes Drafts of the vision	Multiple agendas to illustrate process followed to create or maintain the vision Drafts of vision to show how it evolved
Who was involved and their role in the development and/or maintenance of the vision	Meeting agendas/minutes	Multiple agendas to illustrate the range of stakeholders, and their roles in the
What data was used, and how it was used to inform the vision	Staff, parent and student surveys Student achievement data	Breadth of data used
How the vision was communicated	Public Presentations Websites and Web 2.0 communication approaches Newsletters Evidence that the vision is meaningful to others and used within the district	Multiple modalities for communication, multiple presentations or representations of the Vision

1.2 Developing, Implementing and Monitoring a Strategic Plan

The district leader works collaboratively to develop, implement and monitor a strategic plan that addresses the district's vision and student learning needs. This strategic plan needs to be clearly aligned to the district vision. Data will be used to guide the process at all stages - the development, implementation and monitoring of the strategic plan.

X1 <input type="checkbox"/>	X2 <input type="checkbox"/>	X3 <input type="checkbox"/>	X4 <input type="checkbox"/>
<p>The evidence indicates that the district leader did not develop a strategic plan to support student learning needs, or developed a strategic plan that is unconnected to the district vision, was developed in isolation from relevant stakeholders, and without the use of data to guide and support decisions.</p> <p>The evidence indicates that the district leader implemented the strategic plan in a sporadic and ineffective manner.</p> <p>If a strategic plan is in place, the evidence indicates that the district leader did little or no monitoring to ensure its success or to make necessary adjustments.</p>	<p>The evidence indicates that the district leader developed a strategic plan, partially connected to the district's vision or to support student learning, with limited input from relevant stakeholders, or with limited or inappropriate data used to guide and support decisions.</p> <p>The evidence indicates that the district leader implemented the strategic plan in an inconsistent manner.</p> <p>The evidence indicates that the district leader utilized only limited monitoring once the plan was in place to ensure its success with few if any adjustments as a result of collected data.</p>	<p>The evidence indicates that the district leader developed a strategic plan that addressed most aspects of the district's vision and supports student learning, was developed collaboratively with mostly relevant stakeholders, and utilized multiple sources of appropriate data to guide and support decisions.</p> <p>The evidence indicates that the district leader effectively implemented the strategic plan, although there were a few gaps or omissions.</p> <p>The evidence indicates that the district leader regularly monitored the plan once it was in place to ensure its success, but few adjustments were made as a result of collected data.</p>	<p>The evidence indicates that the district leader developed a strategic plan that effectively addressed all aspects of the district's vision and supports student learning with ongoing collaboration with relevant stakeholders, and utilized multiple and wide-ranging sources of appropriate data to guide and support decisions.</p> <p>The evidence indicates that the district leader effectively implemented all aspects of the strategic plan.</p> <p>The evidence indicates that the district leader systematically monitored the plan once it was in place to ensure its success with appropriate adjustments as needed, based on the analysis of collected, meaningful data and input.</p>

Comments:

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Sources of Evidence for Developing, Implementing and Monitoring a Strategic Plan

What you want to demonstrate	Possible Evidence	Performance considerations
How the strategic plan was developed to address continuous learning for all students	Meeting agendas and minutes Strategic Plan	Multiple agendas to illustrate process followed and who was involved
How the strategic plan was implemented	Evidence to illustrate action taken, who was involved and how decisions were made.	For example, if the strategic plan called for a change of reading programs, provide evidence of the committee of teachers who worked on it, the training/support provided prior to and during initial implementation
How the implementation was monitored	Building walkthroughs Administrative meetings Two-way communication regarding implementations – feedback from stakeholder	Evidence of ongoing nature of monitoring, data fed back into system
How data was used at each stage of the process	Community and Board data reviews and results, individual student assessment reviews, student lead conferences	Type of data used to inform the plan and the type of data collected to monitor the implementation

1.3 Seeking and Allocating Resources

The district leader sought appropriate and sufficient resources to support the work of the district from local, state and federal sources. The district leader used analyses of appropriate data and consultation with stakeholders to determine the allocation of resources to support the district strategic plan, using all resources in the most efficient and effective manner to meet operational needs and district strategic plan. The district leader communicated appropriately with stakeholders about the securing and allocation of resources.

X1 <input type="checkbox"/>	X2 <input type="checkbox"/>	X3 <input type="checkbox"/>	X4 <input type="checkbox"/>
<p>The evidence indicates that the district leader did not actively seek available resources to support district work.</p> <p>The evidence indicates that the district leader utilized little or no data in making decisions for resource allocation to meet student learning needs.</p> <p>The evidence indicates that the district leader did not allocate and manage resources to support the districts strategic plan.</p> <p>The evidence indicates that the district leader did not provide resources for the operational needs of the district. The absence or minimal allocation of resources contributed to operational processes being ineffective and inefficient, failing to serve the learning needs of students.</p> <p>The evidence indicates that the district leader provided little or no communication to relevant stakeholders regarding the</p>	<p>The evidence indicates that the district leader occasionally sought out available resources to support district work.</p> <p>The evidence indicates that the district leader utilized data in a limited manner in making decisions for resource allocation to meet student learning needs.</p> <p>The evidence indicates that that the district leader allocated and managed resources to support the district strategic plan in limited ways. These resources were often administered in processes that were uncoordinated and not prioritized.</p> <p>The evidence indicates that that the district leader provided resources in some instances inadequately to meet the operational needs of the district. The allocation of resources was often limited and not efficient in contributing to a smooth operational process in serving the learning needs of students.</p> <p>The evidence indicates that the district leader</p>	<p>The evidence indicates that the district leader explored multiple options when seeking out available resources to support district work.</p> <p>The evidence indicates that the district leader consistently utilized adequate data in making decisions for resource allocation to meet student learning needs. Resources, in some cases, were directed based on priorities for those identified learning needs.</p> <p>The evidence indicates that the district leader allocated resources in most instances to consistently support the strategic plan. These resources were usually administered in a coordinated and prioritized process.</p> <p>The evidence indicates that that the district leader allocated resources in most instances to address the operational needs of the district. The resource allocations were usually sufficient to meet the prioritized needs of the district and support the strategic plan.</p>	<p>The evidence indicates that the district leader explored multiple and varied options when seeking out available resources to support district work, and capitalized on all opportunities.</p> <p>The evidence indicates that the district leader utilized significant data in making decisions for resource allocation to meet student learning needs. Resources were directed toward student learning needs with the highest priority.</p> <p>The evidence indicates that the district leader allocated all necessary and available resources to effectively and consistently support the district strategic plan. These resources were administered in a strategic process that was coordinated and prioritized.</p> <p>The evidence indicates that the district leader allocated resources to consistently and effectively provide for the operational needs of the district. The resource allocations were sufficient to meet the prioritized needs of the district and support the strategic plan.</p>

Construct 2: Supporting Student Growth and Development

District leaders will be advocates for the development of well-rounded and well-prepared students. Support for student learning will be characterized by the use of relevant curriculum, instruction, and an appropriate assessment system to promote the success of all students. Demonstration of district leader's proficiency in supporting student learning is evidenced by:

2.1 Implementing a Rigorous and Relevant Curriculum and Support Services

The district leader worked with district staff and stakeholders to implement a rigorous and relevant curriculum to prepare all students to be globally competitive for college and career readiness. In addition the district leader provided support services to promote students' physical, emotional and social development, not just student academic success. Key indicators include: implementation of a curriculum with high expectations for students; a curriculum that prepares them to be globally competitive for college and career readiness; provision of student services to support student leadership, and physical, emotional, social and attitudinal growth.

2.2 Supporting Rigorous and Relevant Instruction

The district leader worked with building leaders to ensure that the instructional guidelines are in place, teachers are following the district's course/grade level standards, and are implementing the curriculum with fidelity. The district leader worked with building leaders to ensure that all students have access to the core curriculum and that teachers differentiate instruction and interventions based on student test data results and other student information. Key indicators include: ensuring that the instructional models and practices support the translation from standards to instruction for all students; communication to building leaders and teachers; support for building leaders to monitor instructional programs.

2.3 Using an Assessment and Accountability System to Support Student Learning

The district leader ensured that there is a district-wide assessment plan that provides information about the progress of all students. Accountability expectations and results were communicated to all relevant stakeholders, and these results became part of the data used to evaluate the effectiveness of school and district programs, instruction, and student supports. Key indicators include: an assessment plan that supports student learning and provides timely, actionable information; communication of assessment results to relevant stakeholders; use of assessment data to support student learning; evaluation of school and district programs, and student supports.

2.1 Implementing a Rigorous and Relevant Curriculum and Support Services

The district leader worked with district staff and stakeholders to implement a rigorous and relevant curriculum to prepare all students to be globally competitive for college and career readiness. In addition the district leader provided support services to promote students' physical, emotional and social development, not just student academic success.

X1 <input type="checkbox"/>	X2 <input type="checkbox"/>	X3 <input type="checkbox"/>	X4 <input type="checkbox"/>
<p>The evidence indicates that the district leader did not implement a rigorous curriculum with high expectations for all students.</p> <p>The evidence indicates that the district leader paid no attention to issues of curriculum breadth, global competitiveness or career and college readiness.</p> <p>The evidence indicates that the district leader provided few or no student services to support student leadership, physical, emotional, social and attitudinal growth, or access to opportunities was not equal to all students.</p> <p>The evidence indicates that the district leader provided few or no interventions or alternative programming to address student failure or to promote student excellence.</p>	<p>The evidence indicates that the district leader implemented a rigorous curriculum with high expectations for students unevenly across the district, with greater rigor in some schools, subjects or grade levels than others.</p> <p>The evidence indicates that the district leader paid limited attention to issues of curriculum breadth, global competitiveness or career and college readiness, or addressed the issues primarily in sporadic, inconsistent or superficial ways.</p> <p>The evidence indicates that the district leader provided limited student services to support student leadership, and physical, emotional, social and attitudinal growth, and access to opportunities was uneven.</p> <p>The evidence indicates that the district leader provided limited interventions or alternative programming to address student failure with unevenly availability and with few opportunities to promote student excellence.</p>	<p>The evidence indicates that the district leader implemented a rigorous curriculum with high expectations for all students across the district.</p> <p>The evidence indicates that the district leader paid appropriate attention to issues of curriculum breadth, global competitiveness or career and college readiness, although there were some gaps in the provisions.</p> <p>The evidence indicates that the district leader provided an adequate variety of student services to support student leadership, and physical, emotional, social and attitudinal growth.</p> <p>The evidence indicates that the district leader provided an adequate variety of interventions or alternative programming available to address student failure and opportunities to promote student excellence.</p>	<p>The evidence indicates that the district leader implemented a rigorous curriculum with high expectations for all students across the district, with a defined process in place for periodic review.</p> <p>The evidence indicates that the district leader paid thoughtful and planned attention to issues of curricular breadth, global competitiveness or career and college readiness, with access and provision for all students.</p> <p>The evidence indicates that the district leader provided a wide variety of appropriate student services to support student leadership, and physical, emotional, social and attitudinal growth, with access clearly promoted to all students.</p> <p>The evidence indicates that the district leader provided a wide variety of interventions or alternative programming to address student failure and rich opportunities to promote student excellence, with access and support for all students.</p>

[illegible]

Sources of Evidence for Implementing a Rigorous and Relevant Curriculum and Support Services

What you want to demonstrate	Possible Evidence	Performance considerations
How curriculum is implemented to support student learning	<p>Needs assessment or curriculum audit with a follow-up implementation plan</p> <p>Student performance, enrollment in higher level courses, increased passing rates on AP tests, graduation rates, drop-out rates improving over time related to changes in curriculum</p> <p>Curricular breadth could be demonstrated through evidence that there time in the schedule for other courses; evidence of sufficient resources; evidence that the courses get attention and cooperation from the school community</p>	Demonstration of actions that follow the needs assessment, and their success.
How student services are provided to support student leadership, and physical, emotional, social and attitudinal growth	<p>Needs assessment conducted by the district leader with a follow-up implementation plan</p> <p>Documentation of the breadth of student services, numbers of students who participate</p>	

2.2 Supporting Rigorous and Relevant Instruction

The district leader worked with appropriate district staff to ensure that the instructional models and practices are in place, teachers are following the district's course/grade level standards, and teachers are implementing the curriculum with fidelity. The district leader worked with district staff to ensure that all students have access to the core curriculum and that teachers use appropriate instructional strategies and interventions based on student test data results and other student information.

X1	X2	X3	X4
<p>The evidence indicates that the district leader did not work with school leaders to ensure that instructional models and practices (standards, curriculum, pacing guides, etc.) exist and are communicated to teachers. If such models and practices were developed, their use was not communicated to teachers.</p> <p>The evidence indicates that the district leader did not establish a process for monitoring models and practices to inform instructional programs, or there is evidence that instructional programs were only partially aligned with the established guidelines.</p>	<p>The evidence indicates that the district leader supported the development of district and school instructional models and practices (standards, curriculum, pacing guides, etc.). These instructional models and practices were available to teachers although the communication was not thorough or consistent. (For example, the needs of new teachers were not addressed.)</p> <p>The evidence indicates that the district leader may have established a process for monitoring the use of the models and practices, but the process was used only periodically, on a limited basis, or only for some schools or classrooms.</p>	<p>The evidence indicates that the district leader supported the development of district and school instructional models and practices (standards, curriculum, pacing guides, etc.). The use of the instructional models and practices was communicated in an ongoing way to teachers and other stakeholders.</p> <p>The evidence indicates that the district leader established a process for monitoring the implementation of the models and practices, and the provision of feedback was articulated. This process was used across the district although there may be some inconsistencies.</p>	<p>The evidence indicates that the district leader supported the development of district and school instructional models and practices (standards, curriculum, pacing guides, etc.). The use of the instructional models and practices was communicated in an thoughtful and relevant ways to teachers and other stakeholders, with training as needed.</p> <p>The evidence indicates that the district leader established a systematic process for monitoring the implementation of the models and practices, and the provision of feedback was articulated. This process was used consistently throughout the district.</p>

Comments:[illegible]

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Sources of Evidence for Supporting Rigorous and Relevant Instruction

What you want to demonstrate	Possible Evidence	Performance considerations
How the district leader ensures that instructional models and practices support the translation from standards to instruction for all students	Building walkthroughs/instructional rounds Administrative meetings agendas demonstrating that the district leader interacts with groups of teachers about instructional models and practices Appointment of staff to be responsible for ensuring communication Mentoring and support	
How models and practices are communicated to building leaders and teachers	Documents with instructional models and practices Documentation of relevant professional learning related to the use of the instructional models and practices, and who participated in it	
How the district leader supports school leaders monitor instructional programs	Documentation of monitoring system or process	Connection to the instructional models and practices should be evident

2.3 Using an Assessment and Accountability System to Support Student Learning

The district leader ensured that there is a district-wide assessment plan that provides information about the progress of all students. Accountability expectations and results were communicated to all relevant stakeholders, and these results become part of the data used to evaluate the effectiveness of school and district programs, instruction, and student supports.

X1 <input type="checkbox"/>	X2 <input type="checkbox"/>	X3 <input type="checkbox"/>	X4 <input type="checkbox"/>
<p>The evidence indicates that the district leader ensured that some forms of assessments were used (state, local, formative, summative) but with little, if any, coordination to integrate these assessments to support school and district learning goals. There are little or no examples of assessment data used to inform and support student learning.</p>	<p>The evidence indicates that the district leader ensured some degree of coordination of various forms of assessment tools being used (state, local, formative, summative) by the district. The coordination was often based on the initiative of individual teachers and building leaders and not on any district wide assessment coordination strategy. There is limited evidence that student data was used to support student learning.</p>	<p>The evidence indicates that the district leader ensured various forms of assessments (state, local, formative, summative) were integrated into a cohesive plan to guide, support and inform student learning. This integrated approach utilized data to guide the teaching and learning within and between various grades and schools.</p>	<p>The evidence indicates that the district leader ensured all forms of assessment data (state, local, formative, summative) were integrated into a cohesive plan to guide, support and inform student learning. The integration of the various assessments supported the district accountability plan and addressed local and other accountability expectations.</p>
<p>The evidence indicates that the district leader provided little or no support to building leaders and teachers to engage with or use classroom assessment evidence to inform instruction.</p>	<p>The evidence indicates the district leader provided limited support to building leaders and teachers to engage with and use classroom assessment evidence to inform instruction, but emphasized higher stakes assessments.</p>	<p>The evidence indicates that the district leader provided adequate support to building leaders and teachers to engage with and use classroom assessment evidence to inform instruction, and not to rely only on interim and summative assessments.</p>	<p>The evidence indicates the district leader provided meaningful support to building leaders and teachers to thoroughly engage with and use classroom assessment evidence to inform instruction, and not to rely only on interim and summative assessments, Training and development as needed.</p>
<p>The evidence indicates that the district leader did not ensure that assessment data is appropriately analyzed to support student learning, or to evaluate school and district programs.</p>	<p>The evidence indicates that the district leader ensured assessment data was used in limited ways to support student learning and evaluate school and district programs.</p>	<p>The evidence indicates that the district leader ensured assessment data was used appropriately to support student learning and to evaluate school and district programs.</p>	<p>The evidence indicates that the district leader ensured assessment data was used extensively to support student learning and to evaluate school and district programs, with efforts made to demonstrate that the use of data supports a more transparent and fair decision making process.</p>
<p>The evidence indicates that the district leader provided little or no</p>	<p>The evidence indicates that the district leader provided limited communication of assessment results to</p>	<p>The evidence indicates that the district leader provided an adequate variety of methods for</p>	<p>The evidence indicates that the district leader provided clear and transparent</p>

Construct 3: Developing Staff

The district leader will work to establish a professional learning community that is involved in the establishment of processes and systems for the support and evaluation of a high-performing diverse staff. Effective evaluation processes are implemented for all staff, supporting reflection, feedback and continuous growth. Demonstration of the district leader's proficiency in developing staff is evidenced by:

3.1 Establishing and Maintaining a Culture of Learning

The district leader worked to establish a collaborative learning ethos with the common purpose throughout the district of achieving district learning goals. The district leader is a role model as a learner. The district leader built collective efficacy throughout the district by working with district and school leaders to celebrate district, school and individual accomplishments, contributions and efforts in reaching student learning goals. Key indicators include: communication of importance of learning for everyone; promotion of the message that learning is important for all students and staff; modeling behavior supporting individual learning.

3.2 Establishing and Maintaining a Process for Staff Evaluations

The district leader was responsible for establishing and maintaining a process for staff evaluations in a fair and effective manner to recognize excellence, support growth, and to identify the need for remediation. Key indicators include: use of a process for evaluation; creation of actionable feedback; formative and summative components to the process.

3.3 Supporting Professional Learning

The district leader analyzed district and school data to identify staffing needs, supports the delivery of needs-based professional learning services, and uses evaluation data to monitor the impact of professional learning on student learning and professional practice. Appropriate and needed resources were made available to support and deliver a differentiated professional learning program. The district leader recognized that change takes time and requires ongoing support. Key indicators include: use of data to inform professional learning needs; support for professional learning for staff focused on supporting student growth and development; connections between analysis of collected data and the selection of/delivery of targeted professional learning; use data to evaluate impact of professional learning delivered.

3.4 Building and Sustaining Capacity for Leadership Throughout the System

The district leader implemented programs and strategies to build leadership capacity throughout the system. Leadership was encouraged, recognized and celebrated at all levels of district staffing. Every effort was made to ensure that leadership capacity is being emphasized and encouraged by all district staff in an effort to create sustainability for improving success with student learning goals. Key indicators include: identification of district leadership needs through the use of data; development of leadership capacities to ensure leadership sustainability; recognition and celebration of leadership successes.

3.1 Establishing and Maintaining a Culture of Learning

The district leader worked to establish a collaborative learning ethos with the common purpose throughout the district of achieving district learning goals. The district leader built collective efficacy throughout the district by working with district and school leaders to celebrate district, school and individual accomplishments, contributions and efforts in reaching student learning goals. The district leader is a role model as an individual learner.

X1 <input type="checkbox"/>	X2 <input type="checkbox"/>	X3 <input type="checkbox"/>	X4 <input type="checkbox"/>
<p>The evidence indicates that the district leader developed little or no communication efforts or awareness among stakeholders of the district message that learning is important for everyone.</p> <p>The evidence indicates that the district leader did not build or nurture a collective sense of efficacy. While there may have been occasional rhetoric of learning for all, there is little evidence that it had meaning.</p> <p>The evidence indicates that the district leader did little to no modeling of the behavior that supports and promotes the importance of individual learning.</p> <p>The evidence indicates that the district leader did not participate in professional learning to support his/her own growth or the district strategic plan and goals but instead, participated in stand-alone, disjointed activities or only professional learning targeted for other staff within the district.</p>	<p>The evidence indicates that the district leader developed some awareness among stakeholders of the district message that learning is important for everyone, but with limited evidence of communication across the district.</p> <p>The evidence indicates that the district leader attempted to build a collective sense of efficacy through occasional, but inconsistent promotions of student learning.</p> <p>The evidence indicates that the district leader provided limited modeling of the behavior that supports and promotes the importance of individual learning.</p> <p>The evidence indicates that the district leader participated in some professional learning activities to support his/her own growth or the district strategic plan and goals.</p>	<p>The evidence indicates that the district leader appropriately communicated through an adequate variety of strategies awareness among most stakeholders of the district message that learning is important for everyone.</p> <p>The evidence indicates that the district leader made adequate attempts at building a collective sense of efficacy, promoting the belief that all students and adults are learners with evident support across the district.</p> <p>The evidence indicates that the district leader was a role model in the support and promotion of the importance of individual learning.</p> <p>The evidence indicates that the district leader participated in appropriate professional learning activities to support his/her own growth or the district strategic plan and goals, although the activities may have been narrowly focused.</p>	<p>The evidence indicates that the district leader created among all stakeholders an understanding of the district message that learning is important for everyone, extensively communicated through a wide variety of strategies that effectively targeted each audience.</p> <p>The evidence indicates that the district leader built a deeply held collective sense of efficacy, with obvious promotions of the belief that all students and adults are learners, with learning clearly supported and celebrated consistently across the district.</p> <p>The evidence indicates that the district leader was an exemplary role model in the support and promotion of the importance of individual learning.</p> <p>The evidence indicates that the district leader had a personal growth plan and actively pursued professional growth and was visible as a learner to staff.</p>

[illegible]

Sources of Evidence for Establishing and Maintaining a Culture of Learning

What you want to demonstrate	Possible Evidence	Performance considerations
How district message that learning is important for everyone is communicated across the district	<ul style="list-style-type: none"> Multiple varied means of communication to a range of stakeholders 	
Efficacy and the promotion of all students and adults as learners	<ul style="list-style-type: none"> Survey of teachers and staff that has a component addresses sense of efficacy Public recognition of achievements in print or other formats 	Evidence that achievements of both staff and students are recognized. Evidence that a range of achievements are recognized: academic, leadership, sports, other.
How the district leader models behavior that supports core beliefs and values of the district	<ul style="list-style-type: none"> District leader's own personal growth plan and evidence of learning 	

3.2 Establishing and Maintaining a Process for Staff Evaluations

The district leader was responsible for establishing and maintaining a process for staff evaluations in a fair and effective manner to recognize excellence, support growth, and to identify the need for remediation.

X1 <input type="checkbox"/>	X2 <input type="checkbox"/>	X3 <input type="checkbox"/>	X4 <input type="checkbox"/>
<p>The evidence indicates that the district leader maintained an evaluation process that was not transparent, and many staff did not view the evaluation process as fair or relevant in providing for continuous improvement.</p> <p>The evidence indicates that the district leader maintained an evaluation process that did not use multiple measures or time points in evaluating staff performance and did not have a formative component in the process. Staff members received a summative evaluation at the end of the school year, with little or no prior discussions of performance during the school year. There is no evidence of actionable performance feedback being provided during the school year.</p>	<p>The evidence indicates that the district leader maintained an evaluation process that was somewhat transparent in that documentation of the processes existed, but was not widely available, or was generic across different roles and responsibilities. Some staff did not view the evaluation process as fair, relevant, and meaningful for continuous improvement.</p> <p>The evidence indicates that the district leader maintained an evaluation process that occasionally use multiple measures and had a formative component that was weak, and not utilized for the most benefit. The process did not identify the time or frequency that formative evaluations should take place during the school year so that it was largely haphazard. Continuous improvement was discussed as part of the evaluation but was often not adhered to in the actual process.</p>	<p>The evidence indicates that the district leader implemented a transparent staff evaluation process. The evaluation processes and criteria were shared and discussed with those staff members being evaluated, with training for all involved. Evidence indicates that the evaluation process was seen as important and fair.</p> <p>The evidence indicates that the district leader implemented an evaluation process that regularly used multiple measures and had both formative and summative components. The formative was effectively utilized in following up with the previous year's summative remediation needs and with the current year's goals and objectives for each member of staff. The formative sessions provided immediate feedback and assessment of progress toward the professional improvement goals and a focus on continuous improvement.</p>	<p>The evidence indicates that the district leader implemented a transparent evaluation process that involved the relevant stakeholders, and appropriately considered the work relevant to each position within the district. The evaluation processes and criteria were shared and discussed, with training for all involved. Evidence indicates that the evaluation process was seen as important, fair and instrumental in staff development.</p> <p>The evidence indicates that the district leader implemented an evaluation process that systematically used multiple measures, collected over time and had a strong formative component. The process provided the opportunity of a self-assessment prior to each formal formative and summative meeting. The process, the implementation and the results of both formative and summative evaluations, incorporated best evaluation practices by connecting evaluations to future professional learning.</p>

Comments:

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Sources of Evidence for Establishing and Maintaining a Process for Staff Evaluations

What you want to demonstrate	Possible Evidence	Performance considerations
What the processes are for staff evaluation	<ul style="list-style-type: none"> • Descriptions and documentation of various staff evaluations • Evidence of how processes and the system was developed – over time with staff as architects and/or contributors to the process 	
How the evaluation provides actionable feedback	<ul style="list-style-type: none"> • Feedback based on staff evaluations • Evidence of an evaluation system and how the district leader monitors the system 	
How the formative and summative components of staff evaluations are used	<ul style="list-style-type: none"> • Evidence of use of self-evaluation and formative components • Evidence of use of summative component 	Indication of how evaluation informs professional learning

3.3 Supporting Professional Learning

The district leader analyzed district and school data to identify staffing needs, supports the delivery of needs-based professional learning services, and uses evaluation data to monitor the impact of professional learning on student learning and professional practice. Appropriate and needed resources were made available to support and deliver a differentiated professional learning program. The district leader recognized that change takes time and requires ongoing support.

X1 <input type="checkbox"/>	X2 <input type="checkbox"/>	X3 <input type="checkbox"/>	X4 <input type="checkbox"/>
<p>The evidence indicates that the district leader utilized little or no data of any type to inform decisions on professional learning activities that supported district goals. Decisions about professional learning were based on “hunches” or personal preferences with little communication to staff about rationales.</p> <p>The evidence indicates that the district leader utilized little or no data from staff evaluations, observations, surveys or student assessments to monitor professional learning activities.</p> <p>The evidence indicates professional learning activities tended to be of the “one size fits all” variety, with little or no evidence that they are job-embedded.</p>	<p>The evidence indicates that the district leader utilized limited data (primarily from formative and summative evaluations,) to inform decisions on professional learning activities to support district goals, with little effort to communicate how the data analysis informed decisions.</p> <p>The evidence indicates that the district leader monitored the effectiveness of professional learning being provided within schools and district in a limited way. Limited data from staff evaluations, observations, surveys and student assessments was used to assess the effectiveness of professional learning, but no evidence of a systemic plan in place for consistent monitoring and feedback.</p> <p>The evidence indicates professional learning was occasionally based on data but with limited differentiation and reliance on job-embedded approaches. There was limited choice offered to staff.</p>	<p>The evidence indicates that the district leader utilized adequate data (primarily from formative and summative evaluations, and staff input) to inform decisions on differentiated professional learning activities to support the district goals, with a clear articulation of how the various data sources informed the decisions made regarding the professional learning activities.</p> <p>The evidence indicates that the district leader implemented an adequate plan for monitoring the effectiveness of most professional learning being provided within schools and district. The monitoring plan made use of multiple data sources, such as staff evaluations, observations, surveys and student assessments.</p> <p>The evidence indicates professional learning across the district was regularly differentiated for most staff, using job-embedded approaches, with some degree of choice recognizing needs, interests and specializations.</p>	<p>The evidence indicates that the district leader extensively utilized varied types of data (staff evaluations and observations, staff input, student assessment data, district goals, strategic plan) to inform decisions on differentiated professional learning activities to support the district goals, with a clear communication about the decisions.</p> <p>The evidence indicates that the district leader placed a strong emphasis on monitoring the effectiveness of all professional learning activities, utilized multiple sources of data, building a strong base of support for accountability on the part of all involved in the identification and implementation of professional learning activities.</p> <p>The evidence indicates professional learning across the district was systematically on-going, job-embedded and differentiated for all staff, with a variety of choice recognizing needs, interests and specializations.</p>

Comments:

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Sources of Evidence for Supporting Professional Learning

What you want to demonstrate	Possible Evidence	Performance considerations
How a range of data are used to inform professional learning needs	Staff evaluations and observations, staff input, student assessment data, district goals, strategic plan	Demonstrate how the data inform decisions
What active supports are in place for on-going, differentiated professional learning for all staff, focused on , improving student learning and supporting student growth and development	School/district plans to support on-going, differentiated professional learning Descriptions of supports created to support e.g. new programs etc. Mechanisms for teacher to identify support needs	
What the connections are between analysis of collected data and the selection of/delivery of targeted professional learning	Descriptions of professional learning activity with rationale for why it was selected	
How a range of data are used to evaluate impact of professional learning delivered	Staff evaluations and observations, surveys, student assessment data, staff feedback, Professional learning evaluation data – e.g., classroom visits to determine whether professional learning is implemented	Demonstrate how the evaluation data are used.

3.4 Building and Sustaining Capacity for Leadership Throughout the System

The district leader implemented programs and strategies to build leadership capacity throughout the system. Leadership was encouraged, recognized and celebrated at all levels of district staffing. Every effort was made to ensure that leadership capacity is being emphasized and encouraged by all district staff in an effort to create sustainability for improving success with student learning goals.

X1 <input type="checkbox"/>	X2 <input type="checkbox"/>	X3 <input type="checkbox"/>	X4 <input type="checkbox"/>
<p>The evidence indicates that the district leader utilized little or no use of data in planning activities and strategies to build leadership capacity in school and district leadership positions. Data was seldom, if ever, used to identify leadership needs in the schools and district, or prepare for changes in formal leadership positions at any level.</p> <p>The evidence indicates that the district leader provided no commitment or plan to build leadership capacity at the classroom, building and district level. The district leader did not recognize the responsibility to share district leadership skills with the community.</p> <p>The evidence indicates that the district leader did not recognize, promote and celebrate leadership accomplishments.</p>	<p>The evidence indicates that the district leader utilized limited data in planning activities and strategies to build leadership capacity in school and district leadership positions. Data was used, although inconsistently, and with no systemic approach to identify leadership needs in the school and district or prepare for changes in formal leadership positions at any levels.</p> <p>The evidence indicates that the district leader provided some activity although not a plan to build leadership capacity at the classroom, building and district level, but with insufficient time, resources and professional learning activities. The district leader occasionally recognized the responsibility to share district leadership skills with the community, but was somewhat inconsistent.</p> <p>The evidence indicates that the district leader occasionally recognized, promoted and celebrating leadership accomplishments</p>	<p>The evidence indicates that the district leader utilized appropriate data in planning activities and strategies to build leadership capacity in school and district leadership positions. Data was regularly used to identify leadership needs in the school and district, and prepare for changes in formal leadership positions at any levels.</p> <p>The evidence indicates that the district leader implemented an appropriate plan to build leadership capacity at the classroom, building and district level, with mostly adequate time, resources and leadership experiences. The district leader recognized the responsibility to share district leadership skills with the community, but the support had to be sought out.</p> <p>The evidence indicates that the district leader regularly recognized, promoted and celebrated leadership accomplishments for staff members.</p>	<p>The evidence indicates that the district leader utilized data extensively to build leadership capacity in school and district leadership positions. The district leader placed emphasis on a collaborative approach that involved all relevant stakeholders to identify and implement varied leadership development activities. These activities were designed to build leadership capacity and prepare for changes in formal leadership positions at all levels.</p> <p>The evidence indicates that the district leader implemented a sophisticated and professional plan to build leadership capacity at the classroom, building and district level, with broad staff buy-in and support. The district leader recognized the responsibility, and actively encouraged staff, to share district leadership skills at all levels with the community.</p> <p>The evidence indicates that the district leader systematically provided a strong and consistent commitment to recognize, promote and celebrate leadership accomplishments for all staff members.</p>

Comments:

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Sources of Evidence for Building Leadership Capacity

What you want to demonstrate	Possible Evidence	Performance considerations
How data are used to identify district leadership needs	Data sources from sources such as student assessments, staff evaluations, health and safety reports, school improvement plans, the district strategic plan, state and national mandates and community expectations Descriptions of how data were used to identify needs	
How the development of leadership capacities at every staff position are promoted	Leadership development plans	
How leadership capacities at the school and district levels are developed	Descriptions and calendar of targeted professional learning activities	
How systematic efforts to recognize and celebrate leadership successes at all levels within the district through various forums are established	Examples of recognition of leadership successes across the district at forums such as faculty meetings, school council meetings, PTO meetings, school board meetings, chamber of commerce meetings, and in various print and electronic media	

Construct 4: Engaging Stakeholders and External Influencers

The district leader will establish structures and processes that result in broad community engagement with all district stakeholders in promoting ownership for the district vision. This engagement will be with school and district staff, students, parents, school board members, community members, government leaders and business leaders. Demonstration of the district leader's proficiency in engaging stakeholders, external influencers and supporting the board is evidenced by:

4.1 Advocating for Education

The district leader advocated for education and students at the local, state and national levels. The district leader provided information to allow others to be advocates themselves, and developed advocacy capacity within the district. Key indicators are: advocacy within the educational system to support educational policies; a communication process is in place to keep stakeholders informed of critical educational policies, procedures and requirements; , the provision of updates with all appropriate laws, policies and procedures to the Board; building advocacy capacity across the district.

4.2 Collaborating with the Local Community and Special Interest Groups

The district leader consistently collaborated with staff and community members (including parents and special interest groups) and responds to diverse community interests and needs. This was a two-way process that both used community resources to support student development and learning, and provided district resources to support community projects. An active effort was made to create programs, initiatives and projects that utilize the resources of the community in support of student learning. The district leader attempted to use resources, facilities and expertise in providing support to community projects and initiatives. Key indicators are: the identification, solicitation and utilization of various community resources in meeting the student learning goals, the identification of community needs, interests and projects that the district could promote, support and serve as a collaborative partner.

4.1 Advocating for Education

The district leader advocated for education and students at the local, state and national levels. The district leader provided information to allow others to be advocates themselves, and developed advocacy capacity within the district.

X1 <input type="checkbox"/>	X2 <input type="checkbox"/>	X3 <input type="checkbox"/>	X4 <input type="checkbox"/>
<p>The evidence indicates that the district leader did not engage in any forms of advocacy for educational policy to support the district's vision and strategic plan at the local, state and/or national level.</p> <p>The evidence indicates that the district leader rarely, if ever, communicated to stakeholders about his/her advocacy activities, nor provided updates to the Board with respect to appropriate laws, policies and procedures from local, state and federal mandates.</p> <p>The evidence indicates that the district leader rarely, if ever, provided guidance to staff and other stakeholders across the district as they engaged in advocacy at various levels.</p>	<p>The evidence indicates that the district leader engaged in limited forms of advocacy for educational policy to support aspects of the district's vision and strategic plan at the local, state and/or national level, but rarely at more than one level, and in sporadic ways.</p> <p>The evidence indicates that the district leader occasionally communicated to some of the relevant stakeholders about his/her advocacy activities, and provided infrequent updates to the Board with respect to appropriate laws, policies and procedures from local, state and federal mandates, although sometimes information was not forthcoming, was unclear, or was not timely.</p> <p>The evidence indicates that the district leader occasionally provided guidance to staff and other stakeholders across the district as they engaged in advocacy at various levels.</p>	<p>The evidence indicates that the district leader engaged in appropriate forms of advocacy for educational policy that supports the district's vision and strategic plan at the local, state and/or national level.</p> <p>The evidence indicates that the district leader regularly communicated to most relevant stakeholders about his/her advocacy activities, and ensured Board members were kept up to date with all appropriate laws, policies and procedures from local, state and federal mandates.</p> <p>The evidence indicates that the district leader regularly provided guidance to staff and other stakeholders across the district as they engaged in advocacy at various levels.</p>	<p>The evidence indicated that the district leader engaged effectively in multiple forms of advocacy for educational policy that supports the district's vision and strategic plan at the local, state and national level, and that supports the overall welfare of students at the local, state and national level.</p> <p>The evidence indicated the district leader systematically communicated effectively to relevant stakeholders about his/her advocacy activities, ensured that Board members were kept up to date with all appropriate laws, policies and procedures from local, state and federal mandates, had a clear understanding of the specific impacts that they would have on the district, and recommended alternative actions for Board members to take.</p> <p>The evidence indicates that the district leader provided structured opportunities for staff and other stakeholders to build advocacy capacity across the district, and provided guidance to help them develop skills.</p>

Comments:

[illegible]

Sources of Evidence for Advocating for Education

What you want to demonstrate	Possible Evidence	Performance considerations
How were educational policies advocated for	Descriptions and evidence of the kinds of policies that are advocated for: e.g., at district level: operating policies, budget; at state level: school statutes, financing for education; at federal level: regulations governing education policy, federal funding for local educational needs Meeting attendance/Agenda Service on related boards and committees	
What communication processes were in place to keep stakeholders informed of all critical educational policies, procedures and requirements from local, state or federal mandates	District leader reports to the BOE and communication devices (electronic/print/oral) to both internal and external stakeholders Data provided to officials to help formulate effective policy decisions	
How the Board was kept informed with all appropriate laws, policies and procedures from local, state and federal mandates	District leader reports to the BOE and communication devices (electronic/print/oral) to both internal and external stakeholders	
How advocacy skills were developed in others	How advocacy is developed and supported with parent and student groups	

4.2 Collaborating with the district, the local community and beyond

The district leader consistently collaborated with staff and community members (including parents and special interest groups) and responded to diverse community interests and needs. This was a two-way process that both used community resources to support student development and learning, and provided district resources to support community projects. An active effort was made to create programs, initiatives and projects that utilize the resources of the community in support of student learning. The district leader attempted to use resources, facilities and expertise in providing support to community projects and initiatives.

X1 <input type="checkbox"/>	X2 <input type="checkbox"/>	X3 <input type="checkbox"/>	X4 <input type="checkbox"/>
<p>The evidence indicates that the district leader made no efforts to engage in two-way relationship building between the district and the local community. There is little or no evidence indicating that the district leader was able to make connections across people or projects in a way that supports student learning.</p> <p>The evidence indicates that the district leader was not able to get support from stakeholders or involve them in district projects and initiatives.</p> <p>The evidence indicates that the district leader did not provide opportunities for stakeholders to engage in, to react to or provide support and feedback on district initiatives.</p>	<p>The evidence indicates that the district leader made limited efforts to engage in two-way relationship building between the district and the local community, with results being largely one-sided at best. The process was not planned but capitalized occasionally on presented opportunities.</p> <p>The evidence indicates that the district leader was limited in his/her ability to get support from stakeholders and involve them in district projects and initiatives.</p> <p>The evidence indicates that the district leader provided limited opportunities for stakeholders to engage in, react to and provide support and feedback on district initiatives. Opportunities were sporadic, or had no feedback.</p>	<p>The evidence indicates that the district leader tried to engage in two-way relationship building between the district and the local community, with active and mostly successful efforts to both create district programs, initiatives and projects that utilized the resources of the community in support of student learning and to provide the use of district resources, facilities and expertise for to community projects and initiatives. The two-way support capitalized on opportunities, but was not actively planned.</p> <p>The evidence indicates that the district leader was mostly successful at getting support from stakeholders and involving them in district projects and initiatives.</p> <p>The evidence indicates that the district leader provided adequate opportunities for stakeholders to engage in, react to and provide support and feedback on most important district initiatives.</p>	<p>The evidence indicates that the district leader actively engaged in two-way relationship building between the district and the local community, with active and successful efforts to both create district programs, initiatives and projects that utilized the resources of the community in support of student learning and to provide the use of district resources, facilities and expertise for to community projects and initiatives. This two-way support was actively planned for and developed.</p> <p>The evidence indicates that the district leader was consistently able to get support from stakeholders and involve them in district projects and initiatives.</p> <p>The evidence indicates that the district leader provided multiple and varied opportunities for stakeholders to engage in, react to, and provide support and feedback on all relevant district initiatives.</p>

[illegible]

Sources of Evidence for Engaging the Local Community

What you want to demonstrate	Possible Evidence	Performance considerations
How community resources were identified, solicited and utilized to meet student learning goals	Minutes of meetings of specific collaborative projects District adopting committee, district-wide staff development committee agendas, meeting notes Survey of stakeholders in community Membership in civic groups serving on committees for the community	
How community needs, interests and projects can be promoted and supported by the district	Calendar/minutes of meetings/district leader reports to the public (electronic/print/oral)	
How the district leader supported district staff taking on leadership roles in the community	Examples of district staff having flexible schedules to allow them to participate in local district leadership roles	

DISTRICT LEADER SELF-REFLECTION/ASSESSMENT

(To be completed by evaluatee and evaluator)

Name _____ Position _____

School District _____ School Year _____

Directions: Reflect upon your progress toward achievement of goals. Complete a reflective summary for each identified goal citing the evidence that is used to inform the narrative. Attach evidence for review by your evaluator.

Construct/ Component	Goal
Evidence	
Narrative (Support thinking with objective evidence)	

DISTRICT LEADER GOAL SETTING/TRACKING FORM

(To be completed by evaluatee and evaluator)

Name _____ Position _____

School District _____ School Year _____

Goal

Construct/Component Addressed _____

Proposed Actions/Activities	Resources Needed	Timeline	Expected Outcomes

DISTRICT LEADER CONFERENCE FORM

(To be completed by evaluator)

District Leader _____ Evaluator _____

School District _____ School Year _____

Beginning-of-Year Conference

Date

Discussion Summary

District Leader Signature

Evaluator Signature

DISTRICT LEADER CONFERENCE FORM

(To be completed by evaluator)

District Leader _____ Evaluator _____

School District _____ School Year _____

Mid-Year Conference

Date

Discussion Summary

District Leader Signature

Evaluator Signature

DISTRICT LEADER CONFERENCE FORM

(To be completed by evaluator)

District Leader _____ Evaluator _____

School District _____ School Year _____

End-of-Year Conference

Date _____

Discussion Summary

District Leader Signature

Evaluator Signature

RECORD OF DISTRICT LEADER EVALUATION ACTIVITIES (REQUIRED)

District Leader Name: _____ **ID#:** _____

School: _____ **School Year:** _____

Position/Assignment: _____

Evaluator: _____ **Title:** _____

Leadership Background (Briefly describe the district leader's educational background, years of experience, assignment, and any other factors that may impact the evaluation):

The Kansas District Leader Evaluation is based, in part, on conferences conducted on the following dates:

Activity	Date	District Leader Signature	Evaluator Signature
Orientation			
Self- Assessment & Goal Selection			
Beginning-of-Year Conference			
Mid-Year Conference			
Reflective Summary			
End-of-Year Conference			
Individual Growth Plan (if needed)			

Relevant sources of performance evidence, such as the artifacts suggested on the rubric, must be considered when determining the district leader's overall level of performance. Sources of evidence discussed in completing this evaluation include the following:

SUMMARY RATING SHEET

This form summarizes ratings from the rubric and requires the rater to provide a description of areas needing improvement and comments about performance. It should be completed after each conference and as a part of the Summary Evaluation discussion conducted near the end of the year. It should be used to summarize self-assessment and evaluator ratings.

Name: _____

Date: _____

School: _____

District: _____

Evaluator: _____

Title: _____

Construct 1: Setting Direction and Making the Organization Work	X1	X2	X3	X4
1. Establishing and communicating the district vision that to support student learning and development.				
2. Developing, implementing and monitoring a strategic plan that addresses the district's vision and student learning.				
3. Seeking and allocating resources to support the work of the district.				
Overall rating for Construct 1				

Construct 2: Supporting Student Learning	X1	X2	X3	X4
1. Implementing a rigorous and relevant curriculum and support services that promote success for all students.				
2. Supporting rigorous and relevant instruction.				
3. Using an assessment and accountability system to support student learning.				
Overall rating for Construct 2				

Construct 3: Developing Staff	X1	X2	X3	X4
1. Establishing and maintaining a culture of learning that builds collective efficacy and demands continuous learning for all staff.				
2. Establishing and maintaining a process for self-evaluations.				
3. Supporting professional learning that is data-driven, aligned with district goals and improvement plans, and supports a differentiated professional learning program.				
4. Building and sustaining capacity for leadership throughout the system.				
Overall rating for Construct 3				

Construct 4: Engaging Stakeholders and External Influencers	X1	X2	X3	X4
1. Advocating for educational policy.				
2. Collaborating with the local community and special interest groups.				
Overall rating for Construct 4				

District Leader Signature

Date

Evaluator Signature Comment Attached: ____ Yes ____ No

Date

Evaluator Signature (Indicates question above regarding comments has been addressed)

Date

APPENDICES

KANSAS EDUCATOR EVALUATION PROTOCOL KEEP



APPENDIX A
INDIVIDUAL GROWTH PLAN

Name _____ Position _____

School/District _____ School Year _____

Evaluator _____

Construct/component identified as focus area for improvement:

Strategy: *Identify steps to be taken to improve the focus area.*

Resources: *List resources needed (be specific).*

Target Date: *Identify a target date and timeline for completion (this should include additional conferences, visits, necessary documentation, etc.)*

Evaluatee Signature

Date

Evaluator Signature

Date

APPENDIX B

SAMPLE INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN FORM

Name:		Signature/Date:		Bldg/Schl:	
Social Security #:		Teaching Assign. by Subject/Grade:			
			Approved:		
Supervisor's Signature / Date			PDC Chairperson's Signature / Date		
Related Goal(s)	D*	S*	I*	Activities Level 1: Knowledge	Date(s)
D* = District; S* = School; I* = Individual			*C = Content; PE = Professional Education; SP = Service to the Profession		
Planned Verification for points at Level 1:					
Related Goal(s)	D*	S*	I*	Activities Level 2: Application	Date(s)
D* = District; S* = School; I* = Individual			*C = Content; PE = Professional Education; SP = Service to the Profession		
Planned Verification for points at Level 2:					
Related Goal(s)	D*	S*	I*	Activities Level 3: Impact	Date(s)
D* = District; S* = School; I* = Individual			*C = Content; PE = Professional Education; SP = Service to the Profession		
Planned Verification for points at Level 3:					

(From Kansas Professional Development Program Guidelines 11/08 pg. 82)

APPENDIX C

EDUCATION AGENCY	Legal Name of School District	District #	Telephone
Name of Applicant		Social Security Number	
Title of Professional Development Education Activities	Date Completed	Professional Development Points Awarded	Content Endorsement Standards Professional Education Standards Service to the Profession College/University Credit
Total Professional Development Points			
VERIFICATION:			
Applicant (signature)		Date	
Chairperson, Professional Development Council (signature)		Date	
Member Professional Learning Development (signature)		Date	

(From Kansas Professional Development Program Guidelines 11/08 pg. 83)

APPENDIX D
KANSAS STATUTES

Chapter 72 - Article 54 – Teachers’ Contracts

72-5413

Title Teacher contracts; definitions.

Description As used in this act and in acts amendatory thereof or supplemental thereto: (a) The term "persons" includes one or more individuals, organizations, associations, corporations, boards, committees, commissions, agencies, or their representatives. (b) "Board of education" means the state board of education pursuant to its authority under K.S.A. 76-1001a and 76-1101a, and amendments thereto, the board of education of any school district, the board of control of any area vocational-technical school and the board of trustees of any community college. (c) "Professional employee" means any person employed by a board of education in a position which requires a certificate issued by the state board of education or employed by a board of education in a professional, educational or instructional capacity, but shall not mean any such person who is an administrative employee and, commencing in the 2006-2007 school year, shall not mean any person who is a retirant from school employment of the Kansas public employees retirement system, regardless of whether an agreement between a board of education and an exclusive representative of professional employees that covers terms and conditions of professional service provides to the contrary. (d) "Administrative employee" means, in the case of a school district, any person who is employed by a board of education in an administrative capacity and who is fulfilling duties for which an administrator's certificate is required under K.S.A. 72-7513, and amendments thereto; and, in the case of an area vocational-technical school or community college, any person who is employed by the board of control or the board of trustees in an administrative capacity and who is acting in that capacity and who has authority, in the interest of the board of control or the board of trustees, to hire, transfer, suspend, layoff, recall, promote, discharge, assign, reward or discipline other employees, or responsibly to direct them or to adjust their grievances, or effectively to recommend a preponderance of such actions, if in connection with the foregoing, the exercise of such authority is not of a merely routine or clerical nature, but requires the use of independent judgment. (e) "Professional employees' organizations" means any one or more organizations, agencies, committees, councils or groups of any kind in which professional employees participate, and which exist for the purpose, in whole or part, of engaging in professional negotiation with boards of education with respect to the terms and conditions of professional service. (f) "Representative" means any professional employees' organization or any person it authorizes or designates to act in its behalf or any person a board of education authorizes or designates to act in its behalf. (g) "Professional negotiation" means meeting, conferring, consulting and discussing in a good faith effort by both parties to reach agreement with respect to the terms and conditions of professional service. (h) "Mediation" means the effort through interpretation and advice by an impartial third party to assist in reconciling a dispute concerning terms and conditions of professional service which arose in the course of professional negotiation between a board of education or its representatives and representatives of the recognized professional employees' organization. (i) "Fact-finding" means the investigation by an individual or board of a dispute concerning terms and conditions of professional service which arose in the course of professional negotiation, and the submission of a report by such individual or board to the parties to such dispute which includes a determination of the issues involved, findings of fact regarding such issues, and the recommendation of the fact-finding individual or board

for resolution of the dispute. (j) "Strike" means an action taken for the purpose of coercing a change in the terms and conditions of professional service or the rights, privileges or obligations thereof, through any failure by concerted action with others to report for duty including, but not limited to, any work stoppage, slowdown, or refusal to work. (k) "Lockout" means action taken by a board of education to provoke interruptions of or prevent the continuity of work normally and usually performed by the professional employees for the purpose of coercing professional employees into relinquishing rights guaranteed by this act and the act of which this section is amendatory. (l) (1) "Terms and conditions of professional service" means (A) salaries and wages, including pay for duties under supplemental contracts; hours and amounts of work; vacation allowance, holiday, sick, extended, sabbatical, and other leave, and number of holidays; retirement; insurance benefits; wearing apparel; pay for overtime; jury duty; grievance procedure; including binding arbitration of grievances; disciplinary procedure; resignations; termination and nonrenewal of contracts; reemployment of professional employees; terms and form of the individual professional employee contract; probationary period; professional employee appraisal procedures; each of the foregoing being a term and condition of professional service, regardless of its impact on the employee or on the operation of the educational system; (B) matters which relate to privileges to be granted the recognized professional employees' organization including, but not limited to, voluntary payroll deductions; use of school or college facilities for meetings; dissemination of information regarding the professional negotiation process and related matters to members of the bargaining unit on school or college premises through direct contact with members of the bargaining unit, the use of bulletin boards on or about the facility, and the use of the school or college mail system to the extent permitted by law; reasonable leaves of absence for members of the bargaining unit for organizational purposes such as engaging in professional negotiation and partaking of instructional programs properly related to the representation of the bargaining unit; any of the foregoing privileges which are granted the recognized professional employees' organization through the professional negotiation process shall not be granted to any other professional employees' organization; and (C) such other matters as the parties mutually agree upon as properly related to professional service including, but not limited to, employment incentive or retention bonuses authorized under K.S.A. 72-8246 and amendments thereto. (2) Nothing in this act, and amendments thereto, shall authorize the diminution of any right, duty or obligation of either the professional employee or the board of education which have been fixed by statute or by the constitution of this state. Except as otherwise expressly provided in this subsection (l), the fact that any matter may be the subject of a statute or the constitution of this state does not preclude negotiation thereon so long as the negotiation proposal would not prevent the fulfillment of the statutory or constitutional objective. (3) Matters which relate to the duration of the school term, and specifically to consideration and determination by a board of education of the question of the development and adoption of a policy to provide for a school term consisting of school hours, are not included within the meaning of terms and conditions of professional service and are not subject to professional negotiation. (m) "Secretary" means the secretary of labor or a designee thereof. (n) "Statutory declaration of impasse date" means June 1 in the current school year. (o) "Supplemental contracts" means contracts for employment duties other than those services covered in the principal or primary contract of employment of the professional employee and shall include, but not be limited to, such services as coaching, supervising, directing and assisting extracurricular activities, chaperoning, ticket-taking, lunchroom supervision, and other similar and related activities. History: L. 1970, ch. 284, § 1; L. 1976, ch. 314, § 1; L. 1977, ch. 248, § 1; L. 1979, ch. 226, § 1; L. 1980, ch. 220, § 1; L. 1989, ch. 216, § 1; L. 1990, ch. 255, § 1; L. 2002, ch. 167, § 4; L. 2004, ch. 179, § 94; L. 2006, ch. 143, § 4; L. 2009, ch. 72, § 1; July 1.

72-5430

Title **Prohibited practices; evidence of bad faith.**

Description (a) The commission of any prohibited practice, as defined in this section, among other actions, shall constitute evidence of bad faith in professional negotiation. (b) It shall be a prohibited practice for a board of education or its designated representative willfully to: (1) Interfere with, restrain or coerce professional employees in the exercise of rights granted in K.S.A. 72-5414; (2) dominate, interfere or assist in the formation, existence, or administration of any professional employees' organization; (3) discriminate in regard to hiring or any term or condition of employment to encourage or discourage membership in any professional employees' organization; (4) discharge or discriminate against any professional employee because such professional employee has filed any affidavit, petition or complaint or given any information or testimony under this act, or because such professional employee has formed, joined or chosen to be represented by any professional employees' organization; (5) refuse to negotiate in good faith with representatives of recognized professional employees' organizations as required in K.S.A. 72-5423 and amendments thereto; (6) deny the rights accompanying recognition of a professional employees' organization which are granted in K.S.A. 72-5415; (7) refuse to participate in good faith in the mediation as provided in K.S.A. 72-5427 or fact-finding efforts as provided in K.S.A. 72-5428 or arbitration pursuant to an agreement entered into pursuant to K.S.A. 72-5424; or (8) institute or attempt to institute a lockout. (c) It shall be a prohibited practice for professional employees or professional employees' organizations or their designated representatives willfully to: (1) Interfere with, restrain or coerce professional employees in the exercise of rights granted in K.S.A. 72-5414; (2) interfere with, restrain or coerce a board of education with respect to rights or duties which are reserved thereto under K.S.A. 72-5423 and amendments thereto, or with respect to selecting a representative for the purpose of professional negotiation or the adjustment of grievances; (3) refuse to negotiate in good faith with the board of education or its designated representatives as required in K.S.A. 72-5423 and amendments thereto; (4) refuse to participate in good faith in the mediation as provided in K.S.A. 72-5427 or fact-finding efforts as provided in K.S.A. 72-5428 or arbitration pursuant to an agreement entered into pursuant to K.S.A. 72-5424; or (5) authorize, instigate, aid or engage in a strike or in picketing of any facility under the jurisdiction and control of the board of education. History: L. 1977, ch. 248, § 11; L. 1980, ch. 220, § 12; July 1.

72-5430a

Title **Prohibited practices, determination of existence; procedure; hearing.**

Description (a) Any controversy concerning prohibited practices may be submitted to the secretary. Proceedings against the party alleged to have committed a prohibited practice shall be commenced within six months of the date of the alleged practice by service upon it by the secretary of a written notice, together with a copy of the charges. The accused party shall have 20 days within which to serve a written answer to the charges, unless the secretary determines an emergency exists and requires the accused party to serve a written answer to the charges within 24 hours of receipt. Hearings on prohibited practices shall be conducted in accordance with the provisions of the Kansas administrative procedure act. If the board determines an emergency exists, the board shall follow the procedures contained in K.S.A. 77-536 and amendments thereto. A strike or lockout shall be construed to be an emergency. (b) The secretary shall either dismiss the complaint or determine that a prohibited practice has been or is being committed, and shall enter a final order granting or denying in whole or in part the relief sought. Any action of the secretary pursuant to this subsection is subject to review and enforcement in accordance with the act for judicial

review and civil enforcement of agency actions. Venue of the action for review is the judicial district where the principal offices of the pertinent board of education are located. The action for review shall be by trial de novo with or without a jury in accordance with the provisions of K.S.A. 60-238 and amendments thereto, and the court may, in its discretion, permit any party or the secretary to submit additional evidence on any issue. The action for review shall be heard and determined by the court as expeditiously as possible. (c) If there is an alleged violation of either subsection (b)(8) or (c)(5) of K.S.A. 72-5430 and amendments thereto, the aggrieved party or the secretary is authorized to seek relief in district court. History: L. 1980, ch. 220, § 13; L. 1986, ch. 318, § 130; L. 1988, ch. 356, § 279; July 1, 1989.

APPENDIX E
KANSAS STATUTES

Chapter 72 - Article 90 – Evaluation of Certificated Personnel

72-9001

Title **Legislative intent.**

Description It is hereby declared that the legislative intent of this act is to provide for a systematic method for improvement of school personnel in their jobs and to improve the educational system of this state. History: L. 1973, ch. 281, § 1; July 1.

72-9002

Title **Evaluation of licensed employees; definitions.**

Description As used in this act: (a) "Board" means the board of education of a school district, the governing authority of any nonpublic school offering any of grades kindergarten through 12 in accredited schools and the board of control of an area vocational-technical school. (b) "State board" means, in the case of school districts and nonpublic schools, the state board of education; and in the case of area vocational-technical schools, the state board of regents. (c) "Employees" means all licensed employees of school districts and of nonpublic schools and all instructional and administrative employees of area vocational-technical schools. (d) "School year" means the period from July 1 to June 30. (e) "Accredited" means accredited by the state board of education. History: L. 1973, ch. 281, § 2; L. 1979, ch. 233, § 1; L. 1981, ch. 295, § 1; L. 1982, ch. 304, § 1; L. 1999, ch. 147, § 128; L. 2006, ch. 45, § 1; July 1.

72-9003

Title **Policy of personnel evaluation; adoption; filing; forms; contents; time.**

Description Each board shall adopt a written policy of personnel evaluation procedure in accordance with K.S.A. 72-9002 et seq., and amendments thereto. Every policy so adopted shall: (a) Be prescribed in writing at the time of original adoption and at all times thereafter when any amendments are adopted. (b) Include evaluation procedures applicable to all employees. (c) Provide that all evaluations are to be made in writing and that evaluation documents and responses thereto are to be maintained in a personnel file for each employee for a period of not less than three years from the date each evaluation is made. (d) Except as provided herein, provide that every employee in the first two consecutive school years of employment shall be evaluated at least one time per semester by not later than the 60th school day of the semester. Any employee who is not employed for the entire semester shall not be required to be evaluated. During the third and fourth years of employment, every employee shall be evaluated at least one time each school year by not later than February 15. After the fourth year of employment, every employee shall be evaluated at least once in every three years not later than February 15 of the school year in which the employee is evaluated. History: L. 1973, ch. 281, § 3; L. 1981, ch. 295, § 2; L. 1982, ch. 304, § 2; L. 1983, ch. 244, § 1; L. 2003, ch. 104, § 3; L. 2006, ch. 45, § 2; July 1.

72-9004

Title **Evaluation policies; criteria; development; procedure; evaluation required prior to contract nonrenewal.**

Description Evaluation policies adopted under K.S.A. 72-9003, and amendments thereto, shall meet the following guidelines or criteria: (a) Consideration shall be given to the following employee attributes: Efficiency, personal qualities, professional deportment, ability, results and performance, including improvement in the academic performance of pupils or students insofar as the evaluated employee has authority to cause such academic improvement, in the case of teachers, the capacity to maintain control of pupils or students, and such other

matters as may be deemed material. (b) Community attitudes toward, support for and expectations with regard to educational programs shall be reflected. (c) The original policy and amendments thereto shall be developed by the board in cooperation with the persons responsible for making evaluations and the persons who are to be evaluated, and, to the extent practicable, consideration shall be given to comment and suggestions from other community interests. (d) Evaluations of the chief administrator employed by a board shall be made by the board. The board shall place primary responsibility upon members of the administrative staff in making evaluations of other employees. (e) Persons to be evaluated shall participate in their evaluations, and shall be afforded the opportunity for self-evaluation. (f) The contract of any person subject to evaluation shall not be nonrenewed on the basis of incompetence unless an evaluation of such person has been made prior to notice of nonrenewal of the contract and unless the evaluation is in substantial compliance with the board's policy of personnel evaluation procedure as filed with the state board in accordance with the provisions of K.S.A. 72-9003, and amendments thereto. History: L. 1973, ch. 281, § 4; L. 1979, ch. 233, § 2; L. 1981, ch. 295, § 3; L. 1982, ch. 304, § 3; L. 1994, ch. 205, § 1; July 1.

72-9005

Title **Evaluation documents; presentation to employee; acknowledgment; limited availability.**

Description Whenever any evaluation is made of an employee, the written document thereof shall be presented to the employee, and the employee shall acknowledge such presentation by his or her signature thereon. At any time not later than two (2) weeks after such presentation, the employee may respond thereto in writing. Except by order of a court of competent jurisdiction, evaluation documents and responses thereto shall be available only to the evaluated employee, the board, the appropriate administrative staff members designated by the board, the school board attorney upon request of the board, the state board of education as provided in K.S.A. 72-7515, the board and the administrative staff of any school to which such employee applies for employment, and other persons specified by the employee in writing to his or her board. History: L. 1973, ch. 281, § 5; L. 1979, ch. 233, § 3; July 1.

72-9006

Title **Same; assistance from state board.**

Description Upon request of any board, the state board shall provide assistance in the preparation of policies of personnel evaluation or amendments thereto. History: L. 1973, ch. 281, § 6; L. 1982, ch. 304, § 4; L. 1999, ch. 147, § 129; L. 2003, ch. 104, § 4; July 1.

APPENDIX F
KANSAS LICENSURE REGULATIONS

91-1-200. Definition of terms.

- (a) "Accomplished teaching license" means a license issued to an individual who has successfully completed an advanced performance assessment designated by the state board for the purpose of identifying accomplished teaching, or who has achieved national board certification.
- (b) "Accredited experience" means teaching experience gained, under contract, in a school accredited by the state board or a comparable agency in another state while the teacher holds an endorsement valid for the specific assignment. A minimum of 90 consecutive days of substitute teaching in the endorsement area of academic preparation and in the same teaching position shall constitute accredited experience. Other substitute teaching experiences shall not constitute accredited experience.
- (c) "All levels" means early childhood through late adolescence and adulthood (prekindergarten through grade 12).
- (d) "Alternative teacher education program" means a program to prepare persons to teach by a means other than the traditional, college-based, teacher-education program.
- (e) "Approved program" means a teacher education program approved by the state board.
- (f) "Content assessment" means an assessment designated by the state board to measure subject matter knowledge for an endorsement.
- (g) "Deficiency plan" means a detailed schedule of instruction from an approved program that, if completed, will qualify an individual for full endorsement in a subject. The individual who is to receive the instruction and a representative of the institution at which the instruction is to be given shall sign each deficiency plan.
- (h) "Duplication of a license" means the issuance of a license to replace a license that is lost or destroyed.
- (i) "Emergency substitute teaching license" means a license issued to an individual that allows access to practice as a substitute teacher as defined by S.B.R. 91-31- 34(b).
- (j) "Endorsement" means the legend printed on each license that identifies the subject in which an individual has specialization.
- (k) "Evidence-centered assessment" means an assessment designated by the state board to measure an individual's knowledge of subject matter and ability to implement the knowledge and skills of a teacher leader.
- (l) "Exchange license" means a two-year license issued under the exchange license agreement.
- (m) "Initial license" means the first license that an individual holds to begin practice while preparing for the professional license.
- (n) "Institutional verification" means acknowledgment that an individual has successfully completed a program within an accredited unit.
- (o) "Interim alternative license" means a license that allows temporary access to practice to an individual who has completed an alternative teacher education program and been issued a license in another state.
- (p) "Licensure" means the granting of access to practice teaching, administration, or school services in Kansas public schools.
- (q) "Local education agency (LEA)" means any governmental agency authorized or required by state law to provide education to children, including each unified school district, special education cooperative, school district interlocal, state school, and school institution.
- (r) "Mentor" means a teacher or administrator who holds a professional license assigned by an LEA to provide support, modeling, and conferencing to a beginning professional.
- (s) "Official transcript" means a student record that includes grades and credit hours earned and that is affixed with the official seal of the college and the signature of the registrar.
- (t) "One year of teaching experience" means accredited experience that constitutes one-half time or more in one school year, while under contract.
- (u) "Pedagogical assessment" means an assessment designated by the state board to measure teaching knowledge.
- (v) "Performance assessment" means an assessment designated by the state board to measure an individual's ability to implement the knowledge and skills of a teacher, administrator, or school services provider.
- (w) "Prekindergarten" means a program for children three and four years old.
- (x) "Professional license" means a license issued to an individual based on successful completion of a performance assessment and maintained by professional development.

- (y) "Provisional school specialist endorsement license" means a license issued to an individual that allows access to practice as a school specialist while the individual is in the process of completing requirements for the school specialist license.
- (z) "Provisional teaching endorsement license" means a license issued to an individual that allows access to practice in an endorsement area while the individual is in the process of completing requirements for that endorsement.
- (aa) "Recent credit or recent experience" means credit or experience earned during the six-year period immediately preceding the filing of an application.
- (bb) "Restricted district leadership license" means a license that allows an individual limited access to practice in a district administrative role under a special arrangement among the individual, a Kansas teacher education institution, and an LEA.
- (cc) "Restricted teaching license" means a license that allows an individual limited access to practice under a special arrangement among the individual, a Kansas teacher education institution, and an LEA.
- (dd) "Standards board" means the teaching and school administration professional standards advisory board.
- (ee) "State board" means the state board of education.
- (ff) "Subject" means a specific teaching area within a general instructional field.
- (gg) "Substitute teaching license" means a license issued to an individual that allows access to practice as a substitute as defined in S.B.R. 91-31-34(b).
- (hh) "Teacher education institution" means a college or university that has an accredited administrative unit for the purpose of preparing teachers.
- (ii) "Transitional license" means a license that allows temporary access to practice to an individual who held a license but who does not meet recent credit, recent experience, or renewal requirements to qualify for an initial or professional license.
- (jj) "Valid credit" and "credit" mean a semester hour of credit earned in, or validated by, a college or university that is on the accredited list maintained by the state board.
- (kk) "Visiting scholar teaching license" means a license that allows an individual who has documented exceptional talent or outstanding distinction in a particular subject area temporary, limited access to practice. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended July 1, 2003; amended July 18, 2008; amended Aug. 28, 2009.)*

91-1-201. Type of licensure.

- (a) The following types of licenses shall be issued by the state board:

- (1) Accomplished teaching license;
- (2) initial licenses, including the following:
 - (A) Initial school leadership license;
 - (B) initial school specialist license; and
 - (C) initial teaching license;
- (3) emergency substitute teaching license;
- (4) exchange school specialist license;
- (5) exchange teaching license;
- (6) foreign exchange teaching license;
- (7) interim alternative license;
- (8) professional licenses, including the following:
 - (A) Professional school leadership license;
 - (B) professional school specialist license; and
 - (C) professional teaching license;
- (9) provisional school specialist endorsement license;
- (10) provisional teaching endorsement license;
- (11) restricted district leadership license;
- (12) restricted school specialist license;
- (13) restricted teaching license;
- (14) substitute teaching license;
- (15) transitional license; and
- (16) visiting scholar teaching license.

- (b) (1) Each initial license shall be valid for two years from the date of issuance.
- (2) An initial teaching license may be issued for one or more of the following levels:
 - (A) Early childhood (birth through kindergarten, birth through grade 3, or prekindergarten through grade 3);
 - (B) early childhood through late childhood (kindergarten through grade 6);
 - (C) late childhood through early adolescence (grades 5 through 8);
 - (D) early adolescence through late adolescence and adulthood (grades 6 through 12); or
 - (E) early childhood through late adolescence and adulthood (prekindergarten through grade 12).
- (3) Each initial school leadership license shall be issued for all levels.
- (4) Each initial school specialist license shall be issued for the level that corresponds with the approved program completed by the applicant.
- (c) (1) Each professional license shall be valid on the date of issuance. Each license shall expire on the license holder's fifth birthdate following issuance of the license.
- (2) A professional teaching license may be issued for one or more of the following levels:
 - (A) Early childhood (birth through kindergarten, birth through grade 3, or prekindergarten through grade 3);
 - (B) early childhood through late childhood (kindergarten through grade 6);
 - (C) late childhood through early adolescence (grades 5 through 8);
 - (D) early adolescence through late adolescence and adulthood (grades 6 through 12); or
 - (E) early childhood through late adolescence and adulthood (prekindergarten through grade 12).
- (3) Each professional school leadership license shall be issued for all levels.
- (4) Each professional school specialist license shall be issued for the level that corresponds with the approved program completed by the applicant.
- (d) (1) Each accomplished teaching license shall be valid for 10 years from the date of issuance.
- (2) An accomplished teaching license may be issued for one or more of the following levels:
 - (A) Early childhood (birth through kindergarten, birth through grade 3, or prekindergarten through grade 3);
 - (B) early childhood through late childhood (kindergarten through grade 6);
 - (C) late childhood through early adolescence (grades 5 through 8);
 - (D) early adolescence through late adolescence and adulthood (grades 6 through 12); or
 - (E) early childhood through late adolescence and adulthood (prekindergarten through grade 12).
- (e) Each substitute teaching license shall be valid on the date of issuance and shall be issued for all levels. Each substitute license shall expire on the license holder's fifth birthdate following issuance of the license.
- (f) The first emergency substitute teaching license issued to an individual shall be valid for the school year in which it is issued and shall be issued for all levels. Each subsequent renewal of an emergency substitute license shall be valid for two consecutive school years.
- (g) Each visiting scholar teaching license shall be valid through June 30 of the school year for which it is issued and shall be issued for the level corresponding with the teaching assignment.
- (h) (1) Each exchange license shall be valid for two years from the date of issuance.
- (2) An exchange teaching license may be issued for one or more of the following levels:
 - (A) Early childhood (birth through kindergarten, birth through grade 3, or prekindergarten through grade 3);
 - (B) early childhood through late childhood (kindergarten through grade 6);
 - (C) late childhood through early adolescence (grades 5 through 8);
 - (D) early adolescence through late adolescence and adulthood (grades 6 through 12); or
 - (E) early childhood through late adolescence and adulthood (prekindergarten through grade 12).
- (3) Each exchange school specialist license shall be issued for the level that corresponds with the approved program completed by the applicant.
- (i) Each foreign exchange teaching license shall be valid through June 30 of the school year for which it is issued and shall be valid for the level corresponding with the teaching assignment.
- (j) (1) Each restricted teaching license shall be valid for the school year in which the license is issued and shall be reissued for two additional consecutive school years if the local education agency submits progress report as required in S.B.R. 91-1-203 (h)(2).
- (2) A restricted teaching license may be issued for one or more of the following levels:
 - (A) Late childhood through early adolescence (grades 5 through 8);
 - (B) early adolescence through late adolescence and adulthood (grades 6 through 12); or
 - (C) early childhood through late adolescence and adulthood (prekindergarten through grade 12).
- (k) (1) Each restricted school specialist license shall be valid for three consecutive school years from the date of issuance.
- (2) Each restricted school specialist license shall be issued for all levels.

- (l) (1) Each restricted district leadership license shall be valid for three years from the date of issuance.
- (2) A restricted district leadership license shall be issued for all levels.
- (m) (1) Each transitional license shall be valid for the school year in which the license is issued.
- (2) Each transitional license shall be nonrenewable.
- (3) A transitional license may be issued for one or more of the following levels:
 - (A) Early childhood (birth through kindergarten, birth through grade 3, or prekindergarten through grade 3);
 - (B) early childhood through late childhood (kindergarten through grade 6);
 - (C) late childhood through early adolescence (grades 5 through 8);
 - (D) early adolescence through late adolescence and adulthood (grades 6 through 12); or
 - (E) early childhood through late adolescence and adulthood (prekindergarten through grade 12).
- (n) (1) Each interim alternative license shall be valid for one year from the date of issuance.
- (2) The initial one-year term shall be automatically extended for one additional one-year term if the licensee demonstrates progress toward achieving an initial or professional license. Each interim alternative license shall be nonrenewable after two years.
- (3) An interim alternative license may be issued for one or more of the following levels:
 - (A) Early childhood (birth through kindergarten, birth through grade 3, or prekindergarten through grade 3);
 - (B) early childhood through late childhood (kindergarten through grade 6);
 - (C) late childhood through early adolescence (grades 5 through 8);
 - (D) early adolescence through late adolescence and adulthood (grades 6 through 12); or
 - (E) early childhood through late adolescence and adulthood (prekindergarten through grade 12).
- (o) (1) Each provisional teaching endorsement license shall be valid for two years from the date of issuance.
- (2) A provisional teaching endorsement license may be issued for one or more of the following levels:
 - (A) Early childhood (birth through kindergarten, birth through grade 3, or prekindergarten through grade 3);
 - (B) early childhood through late childhood (kindergarten through grade 6);
 - (C) late childhood through early adolescence (grades 5 through 8);
 - (D) early adolescence through late adolescence and adulthood (grades 6 through 12); or
 - (E) early childhood through late adolescence and adulthood (prekindergarten through grade 12).
- (p) (1) Each provisional school specialist license shall be valid for two years from the date of issuance.
- (2) A provisional school specialist endorsement license shall be issued for all levels.
- (q) (1) A nonrenewable license shall be issued to each applicant who meets all other requirements for an initial license except the assessments.
- (2) Each nonrenewable license shall be valid only through June 30 of the school year for which the license is issued. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended July 1, 2003; amended Jan. 2, 2004; amended Aug. 25, 2006; amended Aug. 10, 2007; amended July 18, 2008.)*

91-1-202. Endorsements.

- (a) Each license issued by the state board shall include one or more endorsements.
- (b) Endorsements available for teaching at the early childhood license level (birth through kindergarten, birth through grade 3, or prekindergarten through grade 3) shall be as follows:
 - (1) Early childhood;
 - (2) early childhood unified;
 - (3) deaf or hard-of-hearing;
 - (4) visually impaired; and
 - (5) school psychologist.
- (c) Endorsements available for teaching at the early childhood through late childhood license level (kindergarten through grade 6) shall be as follows:
 - (1) Adaptive special education;
 - (2) early childhood through late childhood generalist;
 - (3) English for speakers of other languages (ESOL);
 - (4) functional special education; and
 - (5) gifted.

(d) Endorsements available for teaching at the late childhood through early adolescence license level (grades 5 through 8) shall be as follows:

- (1) Adaptive special education;
- (2) English for speakers of other languages (ESOL);
- (3) English language arts;
- (4) functional special education;
- (5) gifted;
- (6) history (comprehensive);
- (7) mathematics; and
- (8) science.

(e) Endorsements available for teaching at the early adolescence through late adolescence and adulthood license level (grades 6 through 12) shall be as follows:

- (1) Adaptive special education;
- (2) agriculture;
- (3) biology;
- (4) business;
- (5) chemistry;
- (6) communication technology;
- (7) earth and space science;
- (8) English for speakers of other languages (ESOL);
- (9) English language arts;
- (10) family and consumer science;
- (11) functional special education;
- (12) gifted;
- (13) journalism;
- (14) mathematics;
- (15) physics;
- (16) power, energy, and transportation technology;
- (17) production technology;
- (18) psychology;
- (19) speech and theatre;
- (20) technology education; and
- (21) history and government.

(f) Endorsements available for teaching at the early childhood through late adolescence and adulthood level (prekindergarten through grade 12) shall be as follows:

- (1) Adaptive special education;
- (2) art;
- (3) deaf or hard-of-hearing;
- (4) English for speakers of other languages (ESOL);
- (5) foreign language;
- (6) functional special education;
- (7) gifted;
- (8) health;
- (9) instrumental music;
- (10) music;
- (11) physical education;
- (12) visually impaired; and
- (13) vocal music.

(g) Endorsements available for school leadership at all levels shall be as follows:

- (1) Building leadership;
- (2) district leadership; and
- (3) program leadership.

(h) Endorsements available for school specialist fields at all levels shall be as follows:

- (1) Library media specialist;
- (2) reading specialist;
- (3) school counselor;

- (4) school psychologist; and
- (5) teacher leader.
- (i) Endorsements available for the foreign exchange teaching license shall be issued in the content area and valid only for the local education agency approved by the commissioner.
- (j) Endorsements available for the restricted teaching license shall be issued in the content area and valid only for the local education agency approved by the state board.
- (k) Endorsements available for the provisional teaching endorsement license at the early childhood through late childhood license level (kindergarten through grade 6) shall be as follows:
 - (1) Adaptive special education;
 - (2) English for speakers of other languages (ESOL);
 - (3) functional special education; and
 - (4) gifted.
- (l) Endorsements available for the provisional teaching endorsement license at the early childhood license level (birth through kindergarten, birth through grade 3, or prekindergarten through grade 3) shall be as follows:
 - (1) Early childhood; and
 - (2) early childhood unified.
- (m) Endorsements available for the provisional teaching endorsement license at the late childhood through early adolescence license level (grades 5 through 8) shall be as follows:
 - (1) Adapted special education;
 - (2) English for speakers of other languages (ESOL);
 - (3) English language arts;
 - (4) functional special education;
 - (5) gifted;
 - (6) history (comprehensive);
 - (7) mathematics; and
 - (8) science.
- (n) Endorsements available for the provisional teaching endorsement license at the early adolescence through late adolescence and adulthood license level (grades 6 through 12) shall be as follows:
 - (1) Adaptive special education;
 - (2) agriculture;
 - (3) biology;
 - (4) business;
 - (5) chemistry;
 - (6) communication technology;
 - (7) earth and space science;
 - (8) English for speakers of other languages (ESOL);
 - (9) English language arts;
 - (10) family and consumer science;
 - (11) functional special education;
 - (12) gifted;
 - (13) journalism;
 - (14) mathematics;
 - (15) physics;
 - (16) power, energy, and transportation technology;
 - (17) production technology;
 - (18) psychology;
 - (19) speech and theatre;
 - (20) technology education; and
 - (21) history and government.
- (o) Endorsements available for the provisional teaching endorsement license at the early childhood through late adolescence and adulthood level (prekindergarten through grade 12) shall be as follows:
 - (1) Adaptive special education;
 - (2) art;
 - (3) deaf or hard-of-hearing;
 - (4) English for speakers of other languages (ESOL);
 - (5) foreign language;

- (6) functional special education;
 - (7) gifted;
 - (8) health;
 - (9) instrumental music;
 - (10) music;
 - (11) physical education;
 - (12) visually impaired; and
 - (13) vocal music.
- (p) Endorsements available for provisional school specialist endorsement license at all levels shall be as follows:
- (1) Library media specialist;
 - (2) reading specialist; and
 - (3) school counselor.
- (q) Each applicant for a license with an adaptive or functional special education endorsement, or a gifted, visually impaired, or deaf or hard-of-hearing endorsement, shall have successfully completed one of the following:
- (1) A state-approved program to teach general education students; or
 - (2) a professional education component that allows students to acquire the following:
 - (A) Knowledge of human development and learning;
 - (B) knowledge of general education foundations;
 - (C) knowledge of interpersonal relations and cultural influences;
 - (D) knowledge of teaching methodology; and
 - (E) the ability to apply the acquired knowledge to teach nonexceptional students. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended July 1, 2003; amended Aug. 25, 2006; amended Aug. 10, 2007; amended Aug. 28, 2009.)*

91-1-203. Licensure requirements.

- (a) Initial licenses.
- (1) Each applicant for an initial teaching license shall submit to the state board the following:
 - (A) An official transcript verifying the granting of a bachelor's degree;
 - (B) verification from an accredited institution by the unit head or designee of completion of a teacher education program;
 - (C) verification of successful completion of a pedagogical assessment as determined by the state board;
 - (D) verification of successful completion of an endorsement content assessment as determined by the state board;
 - (E) verification of eight semester hours of recent credit;
 - (F) an application for an initial license; **and**
 - (G) the licensure fee.
 - (2) Each applicant for an initial school leadership license shall submit to the state board the following:
 - (A) An official transcript verifying the granting of a graduate degree;
 - (B) verification from an accredited institution by the unit head or designee of completion of a graduate level school leadership program;
 - (C) verification of a minimum 3.25 cumulative GPA on a 4.0 scale in graduate coursework;
 - (D) verification of successful completion of a school leadership assessment as determined by the state board;
 - (E) verification of at least one year of recent accredited experience or at least eight semester hours of recent credit;
 - (F) an application for an initial school leadership license;
 - (G) the licensure fee; **and**
 - (H) verification of three years of experience in a state accredited school while holding a professional teaching license, a professional school specialist license, a professional clinical license, or a full vocational-technical certificate.
 - (3) Each applicant for an initial school specialist license shall submit to the state board the following:
 - (A) An official transcript verifying the granting of a graduate degree;

- (B) verification from an accredited institution by the unit head or designee of completion of a graduate level school specialist program;
 - (C) verification of at least one year of recent accredited experience or at least eight semester hours of recent credit;
 - (D) verification of a minimum 3.25 cumulative GPA on a 4.0 scale in graduate coursework;
 - (E) if application is made for a library media specialist endorsement or reading specialist endorsement, a currently valid professional teaching license;
 - (F) if application is made for a school counselor endorsement, one of the following:
 - (i) A currently valid professional teaching license; **or**
 - (ii) verification that the applicant successfully completed field experiences consisting of two three-credit hour courses over two semesters during the approved program specified in paragraph (a)(3)(B);
 - (G) verification of successful completion of a school specialist assessment as determined by the state board;
 - (H) an application for an initial school specialist license; **and**
 - (I) the licensure fee.
- (b) Professional licenses.
- (1) Each applicant for an initial professional teaching license shall submit to the state board the following:
 - (A) Verification of successful completion of the teaching performance assessment prescribed by the state board while employed in a school accredited by the state board or by a national or regional accrediting agency recognized by the state board;
 - (B) verification of at least one year of recent accredited experience or at least eight semester hours of recent credit;
 - (C) an application for professional teacher license; **and**
 - (D) the licensure fee.
 - (2) Each applicant for an initial professional school leadership license shall submit to the state board the following:
 - (A) Verification of successful completion of the school leadership performance assessment prescribed by the state board while employed in a school accredited by the state board or by a national or regional accrediting agency recognized by the state board;
 - (B) verification of at least one year of recent accredited experience or at least eight semester hours of recent credit;
 - (C) an application for professional school leadership license; **and**
 - (D) the licensure fee.
 - (3) Each applicant for an initial professional school specialist license shall submit to the state board the following:
 - (A) (i) Verification of successful completion of the school specialist performance assessment prescribed by the state board while the applicant is employed in a school accredited by the state board or by a national or regional accrediting agency recognized by the state board and while the applicant holds an initial school specialist license; **or**
 - (ii) if the applicant was issued an initial school specialist license with endorsement for school counselor as specified in paragraph (a)(3)(F)(ii), verification of successful completion of a supervised internship year while the applicant is employed as a school counselor in a school accredited by the state board or by a national or regional accrediting agency recognized by the state board and while the applicant holds an initial school specialist license. The internship shall be for one full school year or two full semesters and shall be under the supervision of a teacher education institution in collaboration with the hiring local education agency;
 - (B) verification of at least one year of recent accredited experience or at least eight semester hours of recent credit;
 - (C) an application for professional school specialist license; **and**
 - (D) the licensure fee.
 - (4) Each applicant for an initial professional school specialist license with endorsement for teacher leader shall submit to the state board the following:
 - (A) An official transcript verifying the granting of a graduate degree;
 - (B) (i) Verification from an accredited institution by the unit head or designee of completion of a graduate level teacher leader program and verification of successful completion of an evidence-centered

assessment; **or**

(ii) verification by a teacher who has acquired the competencies established by the teacher leader standards of successful completion of an evidence-centered assessment;

(C) verification of at least one year of recent accredited experience or at least eight semester hours of recent credit;

(D) verification of at least five years of accredited experience;

(E) verification of a minimum 3.25 cumulative GPA on a 4.0 scale in graduate coursework;

(F) verification of a currently valid professional teaching license;

(G) an application for an initial professional school specialist license for teacher leader; **and**

(H) the licensure fee.

Paragraph (b)(4) shall remain in effect only through the five years after the effective date of this regulation.

(c) Accomplished teaching licenses. Each applicant for an initial accomplished teaching license shall submit to the state board the following:

(1) Verification of achieving national board certification issued by the national board for professional teaching standards;

(2) verification of a currently valid Kansas professional teaching license;

(3) an application for an accomplished teaching license; **and**

(4) the licensure fee.

(d) Substitute teaching license. Each applicant for an initial substitute teaching license shall submit to the state board the following:

(1) An official transcript from an accredited institution verifying the granting of a bachelor's degree;

(2) verification from an accredited institution of completion of an approved teacher education program;

(3) an application for substitute teaching license; **and**

(4) the licensure fee.

(e) Emergency substitute teaching license. Each applicant for an emergency substitute teaching license shall submit to the state board the following:

(1) An official transcript verifying the completion of at least 60 semester hours of general education coursework, professional education coursework, or a combination of these types of coursework;

(2) an application for emergency substitute teaching license; **and**

(3) the licensure fee.

(f) Visiting scholar teaching license.

(1) Each applicant for a visiting scholar teaching license shall submit to the state board the following:

(A) An application for a visiting scholar teaching license and the appropriate fee;

(B) written verification from an administrator of an accredited or approved local education agency that the applicant will be employed if the license is issued; **and**

(C) documentation of exceptional talent or outstanding distinction in one or more subjects or fields.

(2) Upon receipt of an application for a visiting scholar teaching license, the following requirements shall be met:

(A) The application and documentation submitted shall be reviewed by the commissioner of education or the commissioner's designee. As deemed necessary, other steps shall be taken by the commissioner of education or the commissioner's designee to determine the applicant's qualifications to be issued a visiting scholar teaching license.

(B) A recommendation to the state board shall be made by the commissioner of education or the commissioner's designee on whether this license should be issued to the applicant.

(3) The decision of whether a visiting scholar teaching license should be issued to any applicant shall be made by the state board.

(g) Foreign exchange teaching license.

(1) Each applicant for a foreign exchange teaching license shall submit to the state board the following:

(A) An application for a foreign exchange teaching license and the appropriate fee;

(B) an official credential evaluation by a credential evaluator approved by the state board and listed on the state board's web site;

(C) verification of employment from the local education agency, including the teaching assignment, which shall be to teach in the content area of the applicant's teacher preparation or to teach the applicant's native language; **and**

- (D) verification of the applicant's participation in the foreign exchange teaching program.
- (2) The foreign exchange teaching license may be renewed for a maximum of two additional school years if the licensee continues to participate in the foreign exchange teaching program.
- (h) Restricted teaching license.
 - (1) Each applicant for a restricted teaching license shall submit to the state board the following:
 - (A) An application for a restricted teaching license and the appropriate fee;
 - (B) an official transcript or transcripts verifying completion of an undergraduate or graduate degree in the content area or with equivalent coursework in the area for which the restricted license is sought;
 - (C) verification of a minimum 2.50 cumulative grade point average on a 4.0 scale; **and**
 - (D) documentation of the following:
 - (i) The local education agency has exhausted reasonable attempts to locate and hire a licensed person for the position which the applicant is to fill;
 - (ii) the local education agency will employ the applicant if the license is issued;
 - (iii) the local education agency will assign a licensed teacher with three or more years of experience to serve as a mentor for the applicant;
 - (iv) the local educational agency will provide, within the first six weeks of employment, a new teacher orientation or induction program for the applicant; **and**
 - (v) the local education agency has collaborated with a Kansas teacher education institution regarding the program the applicant will pursue to obtain full licensure, and it will provide accommodations to the applicant, including release time, in order to work with the mentor teacher and to complete coursework needed for full licensure; **and**
 - (E) a statement from the licensing officer of a Kansas teacher education institution attesting to the following:
 - (i) The applicant has on file a written plan that will qualify the applicant for full licensure in the content area for which the restricted certificate is sought;
 - (ii) the plan for program completion can be completed in not more than three years and contains a specific designation of the coursework that is to be completed each year;
 - (iii) the program provided to the applicant will meet the institution's approved professional education standards;
 - (iv) the institution will provide the applicant with onsite support at the employing local education agency, including supervision of the applicant's teaching experience; **and**
 - (v) the institution has collaborated with the employing local education agency concerning the applicant's program.
 - (2) Each local education agency that employs a person holding a restricted teaching license shall submit to the commissioner of education a progress report before July 1 of each year during the effective period of the restricted license. This progress report shall include the following:
 - (A) Verification that the applicant has attained passing scores on content assessment required by the state board of education by the end of the first year;
 - (B) verification from the chief administrative officer of the employing local education agency attesting to the following information:
 - (i) The applicant's contract will be renewed; **and**
 - (ii) the local education agency will continue to assign an experienced mentor teacher to the applicant and provide accommodations to the applicant to work with the mentor teacher and to complete the applicant's plan for full licensure;
 - (C) a statement from the licensing officer of the applicant's teacher education institution attesting to the following:
 - (i) The applicant has made appropriate progress toward completion of the applicant's plan to qualify for full licensure; **and**
 - (ii) the institution will continue to support the applicant, on-site, as necessary; **and**
 - (C) an official transcript verifying that the applicant has attained at least a 2.50 GPA on a 4.0 scale in those courses specified in the applicant's plan for full licensure.
 - (3) Each applicant who is unable to provide any verification or statement required in paragraph (2) of this subsection shall no longer be eligible to hold a restricted teaching license and shall return any previously issued restricted teaching license to the state board.
- (i) Restricted school specialist license.
 - (1) Each applicant for a restricted school specialist license with endorsement for school library media or school counselor shall submit to the state board the following:

- (A) An application for a restricted school specialist license and the appropriate fee;
 - (B) an official transcript or transcripts verifying completion of a graduate degree in the content area of counseling or library media;
 - (C) verification of a minimum of three years of full-time professional counseling or librarian experience;
 - (D) verification of a minimum 3.25 cumulative grade point average on a 4.0 scale in graduate coursework;
- and**
- (E) documentation that the following conditions are met:
 - (i) The local education agency has made reasonable attempts to locate and hire a licensed person for the restricted school specialist position that the applicant is to fill;
 - (ii) the local education agency will employ the applicant if the license is issued;
 - (iii) the local education agency has an agreement with an experienced school specialist in the same content area to serve as a mentor for the applicant;
 - (iv) the local educational agency will provide, within the first six weeks of employment, an orientation or induction program for the applicant;
 - (v) the local education agency has collaborated with a Kansas teacher education institution regarding the program that the applicant will pursue to obtain full licensure; **and**
 - (vi) the local education agency will provide release time for the candidate to work with the mentor and to work on progress toward program completion; **and**
 - (F) a statement from the licensing officer of a Kansas teacher education institution attesting to the following:
 - (i) The applicant has on file a written plan that will qualify the applicant for full licensure in the school specialist content area for which the restricted license is sought;
 - (ii) the plan for program completion can be completed in not more than three years and contains a specific designation of the coursework that is to be completed each year;
 - (iii) the program provided to the applicant will meet the institution's approved professional education standards;
 - (iv) the institution will provide the applicant with onsite support; **and**
 - (v) the institution has collaborated with the employing local education agency concerning the applicant's program.
- (2) Each local education agency that employs a person holding a restricted school specialist license shall submit to the commissioner of education a progress report before July 1 of each year during the effective period of the restricted school specialist license. This progress report shall include the following:
- (A) Verification that the applicant has attained passing scores on the content assessment required by the state board of education by the end of the first year;
 - (B) verification from the chief administrative officer of the employing local education agency attesting to the following:
 - (i) The applicant's contract will be renewed; **and**
 - (ii) the local education agency will continue to assign an experienced mentor teacher to the applicant and provide accommodations to the applicant to work with the mentor teacher and to complete the applicant's plan for full licensure;
 - (C) a statement from the licensing officer of the applicant's teacher education institution attesting to the following:
 - (i) The applicant has made appropriate progress toward completion of the applicant's plan to qualify for full licensure; **and**
 - (ii) the institution will continue to support the applicant, on-site, as necessary; **and**
 - (D) an official transcript verifying that the applicant has attained at least a 3.25 GPA on a 4.0 scale in the courses specified in the applicant's plan for full licensure.
- (3) Each applicant who is unable to provide any verification or statement required in paragraph (2) of this subsection shall no longer be eligible to hold a restricted school specialist license and shall return any previously issued restricted school specialist license to the state board.
- (j) Restricted district leadership license.
- (1) Each applicant for a restricted district leadership license shall submit to the state board the following:
 - (A) An application, with appropriate fees, for the restricted district leadership license;
 - (B) verification of three years of accredited teaching experience under an appropriate valid professional license or five years of related leadership experience;
 - (C) an official transcript verifying that the applicant holds a graduate degree;
 - (D) verification of a minimum 3.25 cumulative GPA on a 4.0 scale in graduate coursework;

- (E) verification from the chief administrative officer or the president of the board of education of an accredited or approved local education agency attesting to the following:
 - (i) The local education agency has exhausted reasonable attempts to locate and hire a licensed person for the position that the applicant is to fill;
 - (ii) the local education agency will employ the candidate if the restricted district leadership license is issued;
 - (ii) the local education agency has collaborated with a Kansas teacher education institution regarding the candidate;
 - (iii) the local education agency has an agreement with an experienced district administrator holding a similar assignment to serve as a mentor for the candidate; **and**
 - (v) the local education agency will provide release time for the candidate to work with the administrator mentor and to work on progress toward program completion; **and**
- (F) verification from the licensing officer at a Kansas teacher education institution attesting to the following:
 - (i) The institution will provide a program for the candidate that leads to the initial license in district leadership that can be completed within a three-year time limit;
 - (ii) the applicant has on file a plan for program completion for the restricted district leadership license with a specific timeline detailing coursework to be completed successfully each year;
 - (iii) the institution will provide a program equivalent to the institution's approved program, but may choose to modify the delivery model;
 - (iv) the institution is collaborating with the school district providing employment; **and**
 - (v) the institution will provide the candidate with onsite support.
- (2) Each local education agency that employs a person holding a restricted district leadership license shall submit to the commissioner of education a progress report before July 1 of each year during the effective period of the restricted license. This progress report shall include the following:
 - (A) Verification of completion of a school leadership assessment prescribed by the state board by the end of the second year;
 - (B) a statement from the chief administrative officer of the employing local education agency attesting to the following:
 - (i) The local education agency will offer an additional year of employment to the candidate; **and**
 - (ii) the local education agency will continue to assign a mentor and provide release time;
 - (D) verification from the licensing officer of the applicant's teacher education institution attesting to the following:
 - (i) Normal progress has been made by the candidate on the deficiency plan for the restricted district leadership license;
 - (ii) the candidate has maintained a 3.25 GPA on a 4.0 scale on program courses; **and**
 - (iii) the institution will continue to provide the candidate with on-site support.
- (k) Transitional license.
 - (1) Each applicant for a transitional license shall submit to the state board the following:
 - (A) Verification of meeting the requirements for an initial or professional license as provided in S.B.R. 91-1-203(a) or (b) or S.B.R. 91-1-204(c), except for recent credit or recent experience; or
 - (B) verification of having previously held an initial or professional Kansas license or certificate that is expired;
 - (C) an application for a transitional license; **and**
 - (D) the licensure fee.
 - (2) Any person who holds a transitional license issued under paragraph (k)(1)(A) may upgrade that license to an initial or professional license by submitting to the state board the following:
 - (A) Verification of accredited experience during the term of the transitional license; **or**
 - (B) (i) Verification of having successfully completed eight hours of recent credit; **or**
 - (ii) verification of meeting the requirements prescribed in S.B.R. 91-1-205(b)(3)(C), if the person meets the requirements of S.B.R. 91-1-206 and S.B.R. 91-1-215 through 219.
 - (3) Any person who holds a transitional license issued under paragraph (k)(1)(B) may upgrade that license to an initial or professional license by submitting to the state board verification of meeting the requirements prescribed in S.B.R. 91-1-205(a)(2) or (b).
- (l) Provisional teaching endorsement license.
 - (1) Each applicant shall hold a currently valid initial or professional license at any level and shall submit to the state board the following:

- (A) Verification of completion of at least 50 percent of an approved teacher education program in the requested endorsement field;
 - (B) a deficiency plan to complete the approved program requirements from the licensing officer of a teacher education institution;
 - (C) verification of employment and assignment to teach in the provisional endorsement area;
 - (D) an application for a provisional endorsement teaching license; **and**
 - (E) the licensure fee.
- (2) Each applicant for a provisional teaching endorsement license for adaptive, functional, or gifted special education shall hold a currently valid initial or professional license and shall submit to the state board the following:
- (A) Verification of completion of coursework in the areas of methodology and the characteristics of exceptional children and special education, and completion of a practicum in the specific special education field;
 - (B) a deficiency plan to complete the approved program requirements for the licensing officer of a teacher education institution;
 - (C) verification of employment and the assignment to teach in the provisional endorsement area;
 - (D) an application for a provisional endorsement teaching license; **and**
 - (E) the licensure fee.
- (m) Provisional school specialist endorsement license. Each applicant shall hold a currently valid professional license as described in S.B.R. 91-1-201 (a)(8) and shall submit to the state board the following:
- (1) Verification of completion of 50 percent of an approved school specialist program;
 - (2) a deficiency plan for completion of the approved school specialist program from the licensing officer at a teacher education institution;
 - (3) verification of employment and assignment in the school specialty endorsement area for which licensure is sought;
 - (4) for a provisional school counselor endorsement license, verification from the employing local education agency that a person holding a professional school counselor specialist license will be assigned to supervise the applicant during the provisional licensure period;
 - (5) an application for a provisional school specialist license; **and**
 - (6) the licensure fee. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended July 1, 2003; amended Jan. 2, 2004; amended Aug. 5, 2005; amended Aug. 10, 2007; amended July 18, 2008; amended Aug. 28, 2009.)*

91-1-204. Licensure of out-of-state and foreign applicants.

- (a) Notwithstanding any other licensure regulation, any person who meets the requirements of this regulation may be issued a license by the state board.
- (b) Any applicant for an initial Kansas teaching or school specialist license who holds a valid teaching or school specialist license with one or more full endorsements issued by a state that has been approved by the state board for exchange licenses may be issued a two year license, if the applicant's endorsements are based on completion of a state-approved program in that state.
- (c) (1) Any person who holds a valid teaching, school leadership, or school specialist license issued by another state may apply for either an initial or a professional license.
- (2) To obtain an initial teaching license, each applicant specified in paragraph (c)(1) shall submit the following:
 - (A) An official transcript verifying the granting of a bachelor's degree;
 - (B) verification from the unit head or designee of an accredited institution that the applicant has completed a state-approved teacher education program;
 - (C) verification of successful completion of a pedagogical assessment prescribed by the state board or evidence of successful completion of a pedagogical assessment in the state in which the applicant holds a license;
 - (D) verification of successful completion of an endorsement content assessment prescribed by the state board or evidence of successful completion of an endorsement content assessment in the state in which the applicant holds a license;

- (E) verification of at least one year of recent accredited experience or at least eight semester hours of recent credit;
 - (F) an application for a Kansas license; and
 - (G) the licensure fee.
- (3) To obtain a professional teaching license, each applicant specified in paragraph (c)(1) shall submit the following:
- (A) An official transcript verifying the granting of a bachelor's degree;
 - (B) verification from the unit head or designee of an accredited institution that the applicant has completed a state-approved teacher education program;
 - (C) a copy of the applicant's currently valid out-of-state professional license;
 - (i) Evidence of successful completion of pedagogical, content, and performance assessments prescribed by the state board or evidence of successful completion of the three assessments in the state in which the applicant holds the professional license;
 - (ii) verification of at least three years of recent accredited experience under an initial or professional license; or
 - (iii) verification of at least five years of accredited experience under an initial or professional license;
 - (E) verification of at least one year of recent accredited experience or at least eight semester hours of recent credit;
 - (F) an application for a Kansas license; and
 - (G) the licensure fee.
- (4) To obtain an initial school leadership license, each out-of-state applicant shall submit the following:
- (A) An official transcript verifying the granting of a graduate degree;
 - (B) verification from an accredited institution by the unit head or designee of completion of a graduate-level school leadership program;
 - (C) verification of a minimum 3.25 cumulative GPA in graduate coursework;
 - (D) verification of successful completion of a school leadership assessment as determined by the state board;
 - (E) verification of at least one year of recent accredited experience or at least eight semester hours of recent credit;
 - (F) an application for initial school leadership license;
 - (G) the licensure fee; and
 - (H) verification of three years of experience in a state accredited school while holding a professional teaching license, a professional school specialist license, a professional clinical license, a leadership license, or a full vocational-technical certificate.
- (5) To obtain an initial school specialist license, each out-of-state applicant shall submit the following:
- (A) An official transcript verifying the granting of a graduate degree;
 - (B) verification from an accredited institution by the unit head or designee of completion of a graduate-level school specialist program;
 - (C) verification of a minimum 3.25 cumulative GPA in graduate coursework;
 - (D) if application is made for a library media specialist endorsement, school counselor endorsement, or reading specialist endorsement, a currently valid professional teaching license;
 - (E) verification of successful completion of a school specialist assessment as determined by the state board;
 - (F) verification of at least one year of recent accredited experience or at least eight semester hours of recent credit;
 - (G) an application for an initial school specialist license; and
 - (H) the licensure fee.
- (6) To obtain a professional school leadership license, each out-of-state applicant shall submit the following:
- (A) An official transcript verifying the granting of a graduate degree;
 - (B) verification from an accredited institution by the unit head or designee of completion of a graduate-level school leadership program;
 - (C) verification of a minimum 3.25 cumulative GPA in graduate coursework;
 - (D) verification of at least one year of recent accredited experience or at least eight semester hours of recent credit;

(E) verification of three years of experience in a state accredited school while holding a professional teaching license, a professional school specialist license, a professional clinical license, a leadership license, or a full vocational certificate;

(F) (i) Evidence of successful completion of the school leadership assessment and completion in a state accredited school of the school leadership performance assessment prescribed by the state board or evidence of successful completion of the two assessments in the state in which the applicant holds a professional leadership license; or

(ii) verification of at least three years of recent accredited experience in a school leadership position while holding a valid professional school leadership license;

(G) an application for the professional school leadership license; and

(H) the licensure fee.

(7) To obtain a professional school specialist license, each out-of-state applicant shall submit the following:

(A) An official transcript verifying the granting of a graduate degree;

(B) verification from an accredited institution by the unit head or designee of completion of a graduate-level specialist program;

(C) verification of a minimum 3.25 cumulative GPA in graduate coursework;

(D) verification of at least one year of recent accredited experience or at least eight semester hours of recent credit;

(E) if application is made for a library media specialist endorsement, school counselor endorsement, or reading specialist endorsement, a currently valid professional teaching license;

(F) (i) Evidence of successful completion of the school specialist assessment and completion in a state accredited school of the school specialist performance assessment prescribed by the state board or evidence of successful completion of the two assessments in the state in which the applicant holds a professional school specialist license; or

(ii) verification of at least three years of recent accredited experience in a school specialist position while holding a valid professional school specialist license;

(G) an application for the professional school specialist license; and

(H) the licensure fee.

(8) Any person who holds a valid initial or professional school specialist license as a school counselor in another state where the counselor license is issued without a classroom teaching requirement may apply for an initial or professional school specialist license with endorsement for school counselor.

(A) To obtain an initial school specialist license with endorsement for school counselor, each applicant specified in paragraph (c)(8) shall submit to the state board the following:

(i) An official transcript verifying the granting of a graduate degree;

(ii) verification from an accredited institution by the unit head or designee of completion of a graduate level school counselor program;

(iii) verification of a minimum 3.25 cumulative GPA on a 4.0 scale in graduate coursework;

(iv) verification of at least one year of recent accredited experience or at least eight semester hours of recent credit; and

(v) evidence of successful completion of the school counselor assessment prescribed by the state board or evidence of successful completion of a school counselor content assessment in the state in which the applicant holds a license.

(B) Each applicant who is issued an initial school specialist license with endorsement for school counselor as specified in paragraph (c)(8)(A) shall upgrade to the professional school specialist license by submitting to the state board verification of successful completion of a supervised internship year while the applicant is employed as a school counselor in a school accredited by the state board or by a national or regional accrediting agency recognized by the state board and while the applicant holds an initial school specialist license. The internship shall be for one full school year or two full semesters and shall be under the supervision of a teacher education institution in collaboration with the hiring local education agency.

(C) To obtain a professional school specialist license with endorsement for school counselor, each applicant specified in paragraph (c)(8) shall submit to the state board the following:

(i) Verification of all documentation specified in paragraph (c)(8)(A); and

(ii) verification of at least three years of recent accredited experience as a school counselor or verification of successful completion of a supervised internship year while the applicant is employed as a school counselor in a school accredited by the state board or by a national or

regional accrediting agency recognized by the state board and while the applicant holds an initial or professional license. The internship shall be for one full school year or two full semesters and shall be under the supervision of a teacher education institution in collaboration with the hiring local education agency.

(d) (1) Any person who holds a valid professional teaching license in another state and has earned national board certification issued by the national board for professional teaching standards may apply for an accomplished teaching license, which shall be valid for as long as the national board certificate is valid.

(2) To obtain an accomplished teaching license, each applicant specified in paragraph (d)(1) shall submit the following:

- (A) Evidence of current national board certification;
- (B) verification of a valid professional teaching license issued by another state;
- (C) an application for an accomplished teaching license; and
- (D) the licensure fee.

(e) (1) Any person who holds a valid license in another state earned through completion of an alternative teacher education program may apply for an interim alternative license.

(2) To obtain an interim alternative license, each applicant specified in paragraph (e)(1) shall submit to the state board the following:

- (A) An official transcript verifying the granting of a bachelor's degree;
- (B) a copy of the applicant's currently valid out-of-state license;
- (C) verification of completion of the alternative teacher education program;
- (D) verification of at least one year of recent accredited experience or at least eight semester hours of recent credit;
- (E) an application for an interim alternative license; and
- (F) the licensure fee.

(3) Any person who holds an interim alternative license and whose alternative teacher-education program was offered by an accredited college or university and included a supervised student teaching or internship requirement may apply to have the interim alternative license upgraded to a professional license by submitting to the state board the following:

- (A) Verification of successful completion of the teaching performance assessment; and
- (B) (i) Verification of a minimum of three years of accredited experience under a professional license; or
(ii) verification of successful completion of a pedagogical assessment prescribed by the state board and successful completion of an endorsement content assessment prescribed by the state board.

(4) Any person who holds an interim alternative license and whose alternative teacher-education program was not offered by an accredited college or university or did not include a supervised student teaching or internship requirement may apply to have the interim alternative license upgraded to an initial or professional license by submitting to the commissioner of education, within the first six months of validity of the interim alternative license, a request for review of the application by the licensure review committee.

(f) Any person who has completed an education program from a foreign institution outside of the United States may receive an initial license if, in addition to meeting the requirements for the initial license as stated in S.B.R. 91-1-203, that person submits the following:

- (1) An official credential evaluation by a credential evaluator approved by the state board; and
- (2) if the person's primary language is not English, verification of passing scores on an English proficiency examination prescribed by the state board. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended July 1, 2003; amended Aug. 10, 2007; amended July 18, 2008; amended Aug. 28, 2009.)*

91-1-205. Licensure renewal requirements.

(a) Initial licenses.

(1) Any person, within five years of the date the person was first issued an initial license, may apply for renewal of the initial license by submitting an application for renewal of the initial license and the licensure fee.

(2) Any person who does not renew the initial license within five years of the date the initial license was issued may obtain one or more additional initial licenses only by meeting the requirements in S.B.R. 91-1-203 (a). The assessments required by S.B.R. 91-1-203 (a)(1)(C) and 91-1-203 (a)(1)(D) shall have been taken not more

than one year before the date of application for the initial license, or the applicant may verify either eight semester hours of recent credit related to one or more endorsements on the initial license or one year of recent accredited experience or may meet the requirements of paragraph (b)(3)(C) or (D) of this regulation.

(3) A person who does not successfully complete the teaching performance assessment during four years of accredited experience under an initial teaching license shall not be issued an additional initial teaching license, unless the person successfully completes the following retraining requirements:

(A) A minimum of 12 semester credit hours with a minimum cumulative GPA of 2.50 on a 4.0 scale, earned through the verifying teacher education institution and addressing the deficiencies related to the teaching performance assessment criteria; and

(B) following completion of the required credit hours, an unpaid internship supervised by the verifying teacher education institution and consisting of at least 12 weeks, with attainment of a grade of "B" or higher.

(4) A person who does not successfully complete the school specialist or school leadership performance assessment during four years of accredited experience shall not be issued an additional initial school specialist or school leadership license, unless the person successfully completes the following retraining requirements:

(A) A minimum of six semester credit hours with a minimum cumulative GPA of 3.25 on a 4.0 scale, earned through the verifying teacher education institution and addressing the deficiencies related to the performance assessment criteria; and

(B) following completion of the required credit hours, an unpaid internship supervised by the verifying teacher education institution and consisting of at least 12 weeks, with attainment of a grade of "B" or higher.

(b) Professional licenses. Any person may renew a professional license by submitting the following to the state board:

(1) An application for renewal;

(2) the licensure fee; and

(3) verification that the person, within the term of the professional license being renewed, meets any of the following requirements:

(A) Has completed all components of the national board for professional teaching standards assessment for board certification;

(B) has been granted national board certification;

(C) (i) Has earned a minimum of 120 professional development points under an approved individual development plan filed with a local professional development council if the applicant holds an advanced degree; or

(ii) has earned a minimum of 160 professional development points under an approved individual development plan filed with a local professional development council, including at least 80 points for college credit, if the applicant does not hold an advanced degree;

(D) has completed a minimum of eight credit hours in an approved program or completed an approved program;

(E) if the person holds an advanced degree, submits to the state board verification of having completed three years of recent accredited experience during the term of the most recent license. Each person specified in this paragraph shall be limited to two renewals; or

(F) if the person is participating in an educational retirement system in Kansas or another state, has completed half of the professional development points specified in paragraph (b)(3)(C).

(c) Accomplished teaching licenses.

(1) Any person may renew an accomplished teaching license by submitting to the state board the following:

(A) Verification of achieving renewal of national board certification since the issuance of the most recent accomplished teaching license;

(B) an application for accomplished teaching license; and

(C) the licensure fee.

(2) If a person fails to renew the national board certificate, the person may apply for a professional license by meeting the renewal requirement for a professional license specified in paragraph (b)(3)(C) or (D).

(d) Substitute teaching license. Any person may renew a substitute teaching license by submitting to the state board the following:

(1) Verification that the person has earned, within the last five years, a minimum of 50 professional development points under an approved individual development plan filed with a local professional development council;

- (2) an application for a substitute teaching license; and
- (3) the licensure fee.
- (e) Provisional teaching endorsement license. An individual may renew a provisional teaching endorsement license one time by submitting to the state board the following:
 - (1) Verification of completion of at least 50 percent of the deficiency plan;
 - (2) verification of continued employment and assignment to teach in the provisional endorsement area;
 - (3) an application for a provisional endorsement teaching license; and
 - (4) the licensure fee.
- (f) Provisional school specialist endorsement license. Any individual may renew a provisional school specialist endorsement license by submitting to the state board the following:
 - (1) Verification of completion of at least 50 percent of the deficiency plan;
 - (2) verification of continued employment and assignment as a school specialist;
 - (3) an application for a provisional school specialist endorsement license; and
 - (4) the licensure fee.
- (g) Any person who fails to renew the professional license may apply for a subsequent professional license by meeting the following requirements:
 - (1) Submit an application for a license and the licensure fee; and
 - (2) provide verification of one of the following:
 - (A) Having met the requirements of paragraph (b)(3); or
 - (B) having at least three years of recent, out-of-state accredited experience under an initial or professional license.
 - (3) If a person seeks a professional license based upon recent, out-of-state accredited experience, the person shall be issued the license if verification of the recent experience is provided. The license shall be valid through the remaining validity period of the out-of-state professional license or for five years from the date of issuance, whichever is less. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended July 1, 2003; amended Aug. 25, 2006; amended July 18, 2008; amended Aug. 28, 2009.)*

91-1-206. Professional learning plans for license renewal.

- (a) Any person filing a professional development plan with a local professional development council for licensure renewal purposes under S.B.R. 91-1-205 (b) shall develop a plan that includes activities in one or more of the following areas:
 - (1) Content endorsement standards as adopted by the state board;
 - (2) professional education standards as adopted by the state board; or
 - (3) service to the profession.
- (b) Each person who is employed by or who works or resides within any Kansas unified school district shall be eligible to file a professional development plan with that district's local professional development council for licensure renewal purposes.
- (c) Each individual submitting a professional development plan shall ensure that the plan meets the following conditions:
 - (1) The plan results from cooperative planning with a designated supervisor.
 - (2) The plan is signed by the individual submitting the plan and by the individual's supervisor, if the supervisor agrees with the plan.
 - (3) The plan is reviewed and approved by the local professional development council.
- (d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended July 1, 2003; amended Jan 2, 2004.)*

91-1-207. Renewal of certificates issued before July 1, 2003.

- (a) Each applicant renewing a valid certificate issued before July 1, 2003 shall renew that certificate based on the renewal requirements in effect at the time of the issuance of the certificate.

- (b) Upon renewal of a certificate issued before July 1, 2003, the applicant shall be issued the appropriate license with content endorsements obtained before July 1, 2003. *(Authorized by and implementing Article 6, Section 2(a) of Kansas Constitution; effective July 1, 2003; amended July 1, 2003; amended July 18, 2008.)*

91-1-208. General requirements.

- (a) Application procedures. Application for each license, renewal, or duplicate license shall be made by the person seeking the license. Application shall be made on a form provided by the state department of education. The form shall be filled out completely, including all names under which the applicant has been known. The application shall be submitted by mail or in person, with the correct fee and, when required, official documentation to the certification section, state department of education.
- (b) Renewal period. A license may be renewed up to six months before its expiration date.
- (c) License registration. Each teacher or other licensed person employed in a public school shall file a valid license in the office of the superintendent of the district in which the person is employed.
- (d) This regulation shall be effective on and after July 1, 2003. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)*

91-1-209. Additional endorsements.

- (a) Any person who holds a currently valid teaching, school service, or school leadership license may add additional endorsements to that license by submitting to the state board the following:
- (1) Verification from an accredited institution by a unit head or designee of completion of an approved content area program;
 - (2) verification of successful completion of the appropriate endorsement content assessment prescribed by the state board;
 - (3) an application for an added endorsement; and
 - (4) the application fee.
- (b) (1) Any person who holds a currently valid teaching license with a science endorsement at the early adolescence through late adolescence and adulthood level may add an additional science endorsement for that level by submitting to the state board the following:
- (A) Verification of successful completion of the appropriate science endorsement content assessment prescribed by the state board;
 - (B) an application for an added endorsement; and
 - (C) the application fee.
- (2) This subsection shall remain in force and effect only through June 30, 2012.
- (c) (1) Any person who holds a currently valid teaching license at any level may add a content area endorsement for the late childhood through early adolescence level by submitting to the state board the following:
- (A) Verification from an accredited institution by a unit head or designee of completion of 15 semester credit hours in the content area for which endorsement is sought;
 - (B) verification of one of the following:
 - (i) A pedagogy course for the late childhood through early adolescence level; or
 - (ii) recent accredited experience of one year or more in one of the grades 5 through 8;
 - (C) verification of successful completion of the appropriate content assessment prescribed by the state board;
 - (D) an application for an added endorsement; and
 - (E) the application fee.
- (2) Teaching endorsements for adaptive, functional, gifted, deaf or hard-of-hearing, and visually impaired shall not be available under this subsection.
- (3) This subsection shall remain in force and effect only through June 30, 2012.
- (d) (1) Any person who holds a currently valid teaching license with a content area endorsement at the early adolescence through late adolescence and adulthood level may add an additional content area endorsement for that level by submitting to the state board the following:

- by
 - (A) Verification from an accredited institution by a unit head or designee of completion of 50 percent or more of an approved content area program, including the content methods course;
 - (B) verification of successful completion of the appropriate endorsement content assessment prescribed by the state board;
 - (C) an application for an added endorsement; and
 - (D) the application fee.
- (2) Any person who holds a currently valid teaching license with a content area endorsement at the late childhood through early adolescence level may add the same content area endorsement at the early adolescence through late adolescence and adulthood level by submitting to the state board verification of meeting the requirements specified in paragraph (d)(1).
- (3) Teaching endorsements for adaptive, functional, gifted, deaf or hard-of-hearing, and visually impaired shall not be available under this subsection.
- (4) This subsection shall remain in force and effect only through June 30, 2012.
- (e) (1) Any person who holds a valid out-of-state teaching license with an additional endorsement that was earned by completion of coursework specified by the other state may add that endorsement to the person's Kansas license by submitting to the state board the following:
 - (A) A copy of the out-of-state license showing the endorsement;
 - (B) verification that the person completed the specified coursework;
 - (C) verification of successful completion of the appropriate endorsement content assessment prescribed by the state board or evidence of successful completion of an endorsement content assessment in the state in which the applicant holds a license;
 - (D) an application for an added endorsement; and
 - (E) the licensure fee.
- (2) This subsection shall remain in force and effect only through June 30, 2012.
- (f) (1) Except as prescribed in paragraph (f)(2), any person who holds a valid teaching license may add an additional teaching endorsement by submitting to the state board the following:
 - (A) Verification of successful completion of the endorsement content assessment prescribed by the state board;
 - (B) an application for an added endorsement; and
 - (C) the application fee.
- (2) Teaching endorsements for early childhood, early childhood unified, early childhood through late childhood generalist, adaptive, functional, gifted, deaf or hard-of-hearing, or visually impaired shall not be available under paragraph (f)(1).
- (3) This subsection shall remain in force and effect only through June 30, 2012. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended Aug. 10, 2007; amended July 18, 2008.)*

91-1-210. License extension based upon military service.

Any holder of a current initial or professional teaching, school specialist, or leadership license who enters active military service during the period the license is valid shall be granted an extension of the expiration date equal to the time in calendar days of active military service if all of the following requirements are met:

- (a) Entry into active military service is on a full-time, 24-hour-per-day basis and occurs during a time of emergency as determined by the state board of education.
- (b) An application for extension is submitted within one year after discharge or separation from active military service under honorable conditions.
- (c) Verification of the length of time of active military service is provided.
- (d) Application is made for an extension of the license.
- (e) The licensure fee is paid. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended July 18, 2008.)*

91-1-211. Licensure review committee.

- (a) A licensure review committee shall be established as provided in this rule and regulation to review the

qualifications of applicants who desire to be licensed in the state of Kansas but who do not satisfy all the requirements for licensure.

- (b) The licensure review committee shall be composed of one chief school administrator, one chairperson of a department of education of a teacher education institution, one building administrator, and four classroom teachers. Each member shall be recommended by the teaching and school administration professional standards advisory board, and shall be appointed by the state board.
- (c) The licensure review committee shall review cases referred to it by the commissioner of education. The licensure review committee shall make a written recommendation to the state board to either approve or deny each application for licensure and shall state, in writing, the reasons for the recommendation given. The recommendation of the licensure review committee shall be reviewed by the state board, and the application for licensure shall be either approved or denied. The applicant shall be notified, in writing, of the decision of the state board.
- (d) This regulation shall be effective on and after July 1, 2003. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)*

91-1-213. Vocational-technical certificates. (revoked)

(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective Sept. 13, 2002; amended Jan. 2, 2004; revoked Aug. 5, 2005.)

91-1-214. Criminal history records check.

- (a) Each person making initial application for a Kansas certificate or license or for renewal of an expired certificate or license shall submit, at the time of application, a complete set of legible fingerprints of the person taken by a qualified law enforcement agency. Fingerprints submitted pursuant to this regulation shall be released by the department of education to the Kansas bureau of investigation for the purpose of conducting criminal history records checks, utilizing the files and records of the Kansas bureau of investigation and the federal bureau of investigation.
- (b) Each applicant shall pay the appropriate fee for the criminal history records check, to be determined on an annual basis.
- (c) In addition to any other requirements established by regulation for the issuance of any certificate or license specified in subsection (a), the submittal of fingerprints shall be a prerequisite to the issuance of any certificate or license by the state board. Any person making application who does not comply with the provisions of this regulation shall not be issued a certificate or license. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective Sept. 13, 2002.)*

91-1-215. In-service education definitions.

- (a) "Content endorsement standards" means those standards adopted by the state board that define the skills and knowledge required for the specific content endorsements prescribed in K.A.R. 91-1-202.
- (b) "Educational agency" means a public school district, accredited nonpublic school, area professional development center, institution of postsecondary education authorized to award academic degrees, the Kansas state department of education, and any other organization that serves school districts.
- (c) "In-service education" means professional development and staff development and shall include any planned learning opportunities provided to licensed personnel employed by a school district or other authorized educational agency for purposes of improving the performance of these personnel in already held or assigned positions.
- (d) "In-service education plan" and "plan" mean a detailed program for provision of professional or staff development, or both.
- (e) "Noncontractual times" means periods of time during which an employee is not under a contractual obligation to perform services.
- (f) "Professional development" means continuous learning that is based on individual needs and meets both of the following criteria:
 - (1) The learning prepares a person for access to practice, maintains the person's access to practice, builds an individual's knowledge or skills, or is requested by the employing educational agency.
 - (2) The learning positively impacts the individual or the individual's students, school or school district.
- (g) "Professional development council" and "PDC" mean a representative group of licensed personnel from an educational agency that advises the governing body of the educational agency in matters concerning the planning, development, implementation, and operation of the educational agency's in-service education plan.
- (h) "Professional development plan" means a written document describing the in-service education activities to be completed during a specified period of time by the individual filing the plan.
- (i) "Professional development point" means one clock-hour of in-service education. One semester hour of college credit shall count as 20 professional development points.
- (j) "Professional education standards" means those standards adopted by the state board that specify the knowledge, competencies, and skills necessary to perform in a particular role or position.
- (k) "Service to the profession" means any activity that assists others in acquiring proficiency in instructional systems, pedagogy, or content, or that directly relates to licensure of professional educators, accreditation

processes, or professional organizations.

- (l) "Staff development" means continuous learning offered to groups of professionals that develops the skills of those professionals to meet common goals, or the goals of a school or school district.
- (m) "State board" means the state board of education. This regulation shall be effective on and after July 1, 2003. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)*

91-1-216. Procedures for promulgation of in-service education plans; approval by state board; area professional development centers' in-service programs.

- (a) An in-service education plan to be offered by one or more educational agencies may be designed and implemented by the board of education or other governing body of an educational agency, or the governing bodies of any two or more educational agencies, with the advice of representatives of the licensed personnel who will be affected.
- (b) Procedures for development of an in-service plan shall include the following:
 - (1) Establishment of a professional development council;
 - (2) an assessment of in-service needs;
 - (3) identification of goals and objectives;
 - (4) identification of activities; and
 - (5) evaluative criteria.
- (c) Based upon information developed under subsection (b), the educational agency shall prepare a proposed in-service plan. The proposed plan shall be submitted to the state board by August 1 of the school year in which the plan is to become effective.
- (d) The plan shall be approved, approved with modifications, or disapproved by the state board. The educational agency shall be notified of the decision by the state board within a semester of submission of the plan.
- (e) An approved plan may be amended at any time by following the procedures specified in this regulation.
- (f) Each area professional development center providing in-service education for licensure renewal shall provide The in-service education through a local school district, an accredited nonpublic school, an institution of postsecondary education, or an educational agency that has a state-approved in-service education plan. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended Aug. 28, 2009.)*

91-1-217. In-service education professional development council.

- (a) Each professional development council shall meet the following criteria:
 - (1) Be representative of the educational agency's licensed personnel; and
 - (2) include at least as many teachers as administrators, with both selected solely by the group they represent.
- (b) Each council shall have the following responsibilities:
 - (1) To participate in annual training related to roles and responsibilities of council members, including responsibilities under these regulations, K.A.R. 91-1-215 through K.A.R. 91-1-219;
 - (2) to develop operational procedures; and
 - (3) to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.
- (c) This regulation shall be effective on and after July 1, 2003. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)*

91-1-218. Awarding of professional development points.

- (a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.
- (b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.

- (c) If a person who has earned points for completion of an in-service activity later verifies that the person has applied the skills or knowledge gained, the person shall be awarded two times the number of professional development points that were earned for completion of the in-service activity. Evidence of application of the knowledge gained through the in-service activity shall be presented to the professional development council and may include any of the following:
 - (1) Independent observation;
 - (2) written documentation; or
 - (3) other evidence that is acceptable to the PDC.
- (d) If a person who has earned points for application of knowledge or skills learned through in-service activities verifies that the application of the knowledge or skills has had a positive impact on student performance or the educational program of the school or school district, the person shall be awarded three times the number of professional development points that were earned for completion of the in-service activity. Evidence of impact upon student performance or school improvement shall be presented to the professional development council and may include any of the following:
 - (1) Independent observation;
 - (2) written documentation;
 - (3) evidence of improved student performance; or
 - (4) other evidence that is acceptable to the PDC.
- (e) A person shall be awarded professional development points for activities related to service to the profession upon the basis of the number of clock-hours served. The person shall be awarded one point for each clock-hour of service. The person shall submit verification of service to the professional development council.
- (f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.
- (g) This regulation shall be effective on and after July 1, 2003. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)*

91-1-219. Expenditures for an in-service education program.

- (a) Education agencies may receive in-service education funds for the following expenditures:
 - (1) Consultant fees and honorariums;
 - (2) travel expenses for consultants;
 - (3) cost of materials used in training;
 - (4) salaries of substitute teachers for certified staff who have filed an individual development plan, but these salaries shall not exceed 25 percent of the total in-service education expenditures;
 - (5) registration fees for, and travel expenses to, in-service workshops and conferences, both in state and out of state, for certified individuals who have individual development plans on file;
 - (6) salaries of secretarial personnel, but these salaries shall not exceed the amount of one hour of secretarial wages for each certified employee having an approved individual development plan on file; and
 - (7) salaries paid to certified staff, during non-contractual times, for participation in district-level or building-level training or other staff development activities.
- (b) Education agencies shall not receive in-service education funds for the following expenditures:
 - (1) Rental or facilities;
 - (2) utilities;
 - (3) equipment;
 - (4) administrative expenses; and
 - (5) salaries of teachers attending in-service workshops or conferences during contractual times, or the salaries of council members.
- (c) This regulation shall be effective on and after July 1, 2003. *(Authorized by and implementing K.S.A. 2000 Supp. 72-9603; effective July 1, 2003.)*

91-1-220. Technical education certificate.

- (a) Any individual may apply for a restricted technical education certificate or a full technical education certificate.
- (b)
 - (1) Each restricted technical education certificate shall be valid for two years from the date of issuance and shall be valid for instruction in grades 9 through 12.
 - (2) Each restricted technical education certificate shall be valid for providing instruction in technical programs for trade and industry, health occupations, specialized occupational family and consumer sciences, horticulture, technology education, marketing, and business and computer technology.
- (c) Each applicant for a restricted technical education certificate shall submit the following to the state board:
 - (1) Verification that a local education agency will employ the applicant in a technical program if the certificate is issued;
 - (2) verification of at least 4,000 hours of occupational work experience in the technical education content area in which the certificate is sought;
 - (3) documentation of the following:
 - (A) A written plan to qualify for full certification during the four-year period immediately following issuance of the initial restricted technical education certificate. The plan shall be based upon completion of the requirements of a training program for a full technical education certificate;
 - (B) verification from the employing local education agency that the agency has assigned a certified or licensed teacher with at least three years of experience to serve as a mentor for the applicant; and
 - (C) verification from the employing local education agency that the agency will provide, within the first six weeks of employment, a new teacher orientation or induction program that addresses, at a minimum, lesson plan development, teaching methodologies, student assessment, and classroom management;
 - (4) an application for a restricted technical education certificate; and
 - (5) the certificate fee.
- (d) Any individual may renew a restricted technical education certificate one time. Each applicant for renewal shall submit the following to the state board:
 - (1) Verification of successful completion of any recognized competency exam or of having obtained an appropriate occupational license if instructing in any technical program for which an exam or license is required;
 - (2) verification of completion, within the first six weeks of employment, of a new teacher orientation or induction program that addressed, at a minimum, lesson plan development, teaching methodologies, student assessment, and classroom management;
 - (3) verification of completion of at least 50 percent of the applicant's plan of study;
 - (4) verification of continued employment in the technical program;
 - (5) an application for a restricted technical education certificate; and
 - (6) the certificate fee.
- (e) To qualify for a full technical education certificate, each individual holding a restricted technical education certificate shall meet the requirements for a full technical education certificate during the period of validity of the individual's restricted certification.
- (f)
 - (1) Each full technical education certificate shall be valid for five years from the date of issuance and shall be valid for instruction in grades 9 through 12.
 - (2) Each full technical education certificate shall be valid for instruction in technical programs for trade and industry, health occupations, specialized occupational family and consumer sciences, horticulture, technology education, marketing, and business and computer technology.
 - (3) Each applicant for a full technical education certificate shall submit the following to the state board:
 - (A) An application for a full technical education certificate and the appropriate fee;
 - (B) documentation of successful completion of a training program for technical education certification as specified in subsection (g) of this regulation;
 - (C) verification of successful completion of two years of teaching experience in a technical education program; and
 - (D) verification of attendance at one or more annual conferences related to the content area during each year of the restricted certificate period.
- (g) Each applicant for a full technical education certificate shall have successfully completed a training program of at least 18 semester credit hours or the equivalent number of professional development points approved

through a local professional development council. At a minimum, each training program shall provide instruction in each of the following areas for the minimum credit hours or points indicated:

- (1) The foundations of technical education and the impact on the content specialty, including the importance of vocational-technical education in today's society. A minimum of three semester credit hours or 60 professional development points shall be required;
 - (2) the development and use of curricula within the vocational or technical program, including the ability to adapt and modify curricula to provide developmentally appropriate experiences for all students. A minimum of two semester credit hours or 40 professional development points shall be required;
 - (3) the instruction of students with special needs. A course on exceptional children consisting of a minimum of two semester credit hours shall be required;
 - (4) the importance of workplace experience and integration of supervised experience into the curriculum. A minimum of three semester credit hours or 60 professional development points shall be required;
 - (5) the school improvement process. A minimum of one semester credit hour or 20 professional development points shall be required;
 - (6) classroom management techniques. A minimum of two semester credit hours or 40 professional development points shall be required;
 - (7) the development of effective teaching methods, including the use of instructional strategies that encourage development of cognitive skills, including decision making, critical thinking, and problem solving with regard to technical education issues and problems. A minimum of two semester credit hours or 40 professional development points shall be required;
 - (8) the utilization of various assessment techniques. A minimum of one semester credit hour or 20 professional development points shall be required; and
 - (9) the utilization of technology as an instructional tool within the program area. A minimum of two semester credit hours or 40 points shall be required.
- (h) Any person may renew a full technical education certificate by submitting the following to the state board:
- (1) An application for renewal and the required fee; and
 - (2) (A) Verification that the person, within the term of the current full technical education certificate, has earned a minimum of 160 professional development points under an approved individual development plan filed with a local professional development council. The individual development plan shall include at least annual attendance at professional conferences in the technical education field; or
(B) if the applicant holds an advanced degree, verification that the person, within the term of the current full technical education certificate, has earned a minimum of 120 professional development points under an approved individual development plan filed with a local professional development council. The individual development plan shall include at least annual attendance at professional conferences in the technical education field.
- (i) Any person whose full technical education certificate has expired may apply for a transitional technical education certificate by submitting to the state board the following:
- (1) An application for a transitional certificate; and
 - (2) the certification fee.
- (j) Any person may upgrade a transitional technical education certificate to a full education technical certificate by submitting to the state board verification of meeting the renewal requirements in paragraph (h)(2).
- (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective Aug. 5, 2005; amended July 18, 2008.)*

91-1-221. Technical education special needs certificate.

- (a) Any individual may apply for a restricted technical education special needs certificate or a full technical education special needs certificate.
- (b) (1) Each restricted technical education special needs certificate shall be valid for two years from the date of issuance and shall be valid for instruction in grades 9 through 12.
(2) Each restricted technical education special needs certificate shall be valid for providing instruction in technical programs for trade and industry, health occupations, specialized occupational family and consumer sciences, horticulture, technology education, marketing, and business and computer technology.

- (c) Each applicant for a restricted technical education special needs certificate shall submit the following to the state board:
 - (1) Verification that a local education agency will employ the applicant to provide instruction to special needs students in a technical program if the certificate is issued;
 - (2) verification of at least 4,000 hours of occupational work experience in the technical education content area in which the certificate is sought;
 - (3) documentation of the following:
 - (A) A written plan to qualify for full certification during the term of the restricted technical education special needs certificate. The plan shall be based upon completion of the requirements of a training program for a full technical education special needs certificate;
 - (B) verification from the employing local education agency that the agency has assigned a certified technical education teacher or licensed special education teacher, with at least three years of experience, to serve as a mentor for the applicant; and
 - (C) verification from the employing local education agency that the agency will provide, within the first six weeks of employment, a new teacher orientation or induction program that addresses, at a minimum, lesson plan development, teaching methodologies, student assessment, and classroom management;
 - (4) an application for a restricted vocational technical special needs certificate; and
 - (5) the certificate fee.
- (d) Any individual may renew a technical education special needs certificate one time. Each applicant for renewal shall submit the following to the state board:
 - (1) Verification of successful completion of a recognized competency exam or of having obtained an appropriate occupational license if instructing in any technical program for which an exam or license is required;
 - (2) verification of completion, within the first six weeks of employment, of a new teacher orientation or induction program that addressed, at a minimum, lesson plan development, teaching methodologies, student assessment, and classroom management;
 - (3) verification of completion of at least 50 percent of the applicant's plan of study;
 - (4) verification of continued employment to provide special education services in the technical program;
 - (5) an application for a restricted technical education special needs certificate; and
 - (6) the certificate fee.
- (e) To qualify for a full technical education special needs certificate, each individual holding a restricted technical education special needs certificate shall meet the requirements for a full technical education special needs certificate during the period of validity of the individual's restricted certification.
- (f)
 - (1) Each full technical education special needs certificate shall be valid for five years from the date of issuance and shall be valid for instruction in grades 9 through 12.
 - (2) Each full technical education special needs certificate shall be valid for providing instruction in technical programs for trade and industry, health occupations, specialized occupational family and consumer sciences, horticulture, technology education, marketing, and business and computer technology.
 - (3) Each applicant for a full technical education special needs certificate shall submit the following to the state board:
 - (A) An application for a full technical education special needs certificate and the appropriate fee;
 - (B) documentation of successful completion of a training program for technical education special needs certification as specified in subsection (g);
 - (C) verification of successful completion of two years of teaching experience in a technical education special needs program; and
 - (D) verification of attendance at one or more annual conferences related to the content area during each year of the restricted certificate period.
- (g) Each applicant for a full technical education special needs certificate shall have successfully completed a training program of at least 27 semester credit hours or the equivalent number of professional development points approved through a local professional development council. The program shall include a minimum of 18 credit hours or the equivalent number of professional development points in technical education requirements. The remainder of the credit hours or professional development points shall meet the special education requirements. At a minimum, each training program shall provide instruction in each of the following areas for the minimum credit hours or points indicated:
 - (1) The technical education training program specified in K.A.R. 91-1-220(g).

- (2) The following special education requirements:
 - (A) Principles of special education, including an understanding of special education legal requirements concerning transition, interagency collaboration, eligibility, evaluation, IEP development, progress monitoring, and parental participation. A minimum of three semester credit hours or 60 professional development points shall be required;
 - (B) effective classroom management techniques and appropriate behavior management for the following groups of students: all students, students with moderate intervention needs, and students with significant intervention needs. A minimum of two semester credit hours or 40 professional development points shall be required;
 - (C) effective instructional practices that have a research base for students with disabilities, including differentiated assignments, cooperative learning, grouping patterns, and effective collaboration with other educational professionals. A minimum of two semester credit hours or 40 professional development points shall be required;
 - (D) assistive technology. A minimum of one semester credit hour or 20 professional development points shall be required; and
 - (E) writing measurable IEP goals and engaging in progress monitoring, and formative and summative assessments. A minimum of one semester credit hour of 20 professional development points shall be required.
- (h) Any person may renew a full technical education special needs certificate by submitting the following to the state board:
 - (1) An application for renewal and the required fee; and
 - (2) (A) Verification that the person, within the term of the current full technical education special needs certificate, has earned a minimum of 160 professional development points under an approved individual development plan filed with a local professional development council. The individual development plan shall include annual attendance at one or more professional conferences in the technical education field; or
 - (B) if the applicant holds an advanced degree, verification that the person, within the term of the full technical education special needs certificate, has earned a minimum of 120 professional development points under an approved individual development plan filed with a local professional development council. The individual development plan shall include at least annual attendance at professional conferences in the technical field.
- (i) Any person whose full technical special needs certificate has expired may apply for a transitional technical special needs certificate by submitting to the state board the following:
 - (1) An application for a transitional certificate; and
 - (2) the certification fee.
- (j) Any person may upgrade a transitional technical special needs certificate to a full technical special needs certificate by meeting the renewal requirements in subsection (h). *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective Aug. 5, 2005; amended July 18, 2008.)*

APPENDIX G

ISLLC EDUCATIONAL LEADERSHIP POLICY STANDARDS:

ISLLC 2008 as adopted by the National Policy Board for Educational Administration (NPBEA) on December 12, 2007

Standard 1

An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Functions:

- A. Collaboratively develop and implement a shared vision and mission
- B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning
- C. Create and implement plans to achieve goals
- D. Promote continuous and sustainable improvement
- E. Monitor and evaluate progress and revise plans

Standard 2

An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Functions:

- A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations
- B. Create a comprehensive, rigorous, and coherent curricular program
- C. Create a personalized and motivating learning environment for students
- D. Supervise instruction
- E. Develop assessment and accountability systems to monitor student progress
- F. Develop the instructional and leadership capacity of staff
- G. Maximize time spent on quality instruction
- H. Promote the use of the most effective and appropriate technologies to support teaching and learning
- I. Monitor and evaluate the impact of the instructional program

Standard 3

An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Functions:

- A. Monitor and evaluate the management and operational systems
- B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
- C. Promote and protect the welfare and safety of students and staff
- D. Develop the capacity for distributed leadership
- E. Ensure teacher and organizational time is focused to support quality instruction and student learning

Standard 4

An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Functions:

- A. Collect and analyze data and information pertinent to the educational environment
- B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources
- C. Build and sustain positive relationships with families and caregivers
- D. Build and sustain productive relationships with community partners

Standard 5

An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Functions:

- A. Ensure a system of accountability for every student's academic and social success
- B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior
- C. Safeguard the values of democracy, equity, and diversity
- D. Consider and evaluate the potential moral and legal consequences of decision-making
- E. Promote social justice and ensure that individual student needs inform all aspects of schooling

Standard 6

An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal and cultural context.

Functions:

- A. Advocate for children, families, and caregivers
- B. Act to influence local, district, state, and national decisions affecting student learning
- C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

APPENDIX H

INTASC MODEL CORE TEACHING STANDARDS:

*Council of Chief State School Officers (CCSSO) April 2011
CCSSO's Interstate Teacher Assessment and Support Consortium (InTASC)*

Standard 1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

PERFORMANCES	ESSENTIAL KNOWLEDGE
<p>1(a) The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.</p> <p>1(b) The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.</p> <p>1(c) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.</p>	<p>1(d) The teacher understands how learning occurs-- how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.</p>
	<p>1(e) The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.</p>
	<p>1(f) The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.</p>
	<p>1(g) The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.</p>
	CRITICAL DISPOSITIONS
	<p>1(h) The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development.</p>
	<p>1(i) The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.</p>
	<p>1(j) The teacher takes responsibility for promoting learners' growth and development.</p>
	<p>1(k) The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.</p>

Standard 2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

PERFORMANCES	ESSENTIAL KNOWLEDGE
<p>2(a) The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.</p> <p>2(b) The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.</p> <p>2(c) The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.</p> <p>2(d) The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.</p> <p>2(e) The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.</p> <p>2(f) The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.</p>	<p>2(g) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.</p> <p>2(h) The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.</p> <p>2(i) The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.</p> <p>2(j) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.</p> <p>2(k) The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.</p>
	CRITICAL DISPOSITIONS
	<p>2(l) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.</p> <p>2(m) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.</p> <p>2(n) The teacher makes learners feel valued and helps them learn to value each other.</p> <p>2(o) The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.</p>

Standard 3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self- motivation.

PERFORMANCES	ESSENTIAL KNOWLEDGE
<p>3(a) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.</p> <p>3(b) The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.</p> <p>3(c) The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.</p> <p>3(d) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.</p> <p>3(e) The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.</p> <p>3(f) The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.</p> <p>3(g) The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.</p> <p>3(h) The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.</p>	<p>3(i) The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.</p> <p>3(j) The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.</p> <p>3(k) The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.</p> <p>3(l) The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.</p> <p>3(m) The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.</p>
	CRITICAL DISPOSITIONS
	<p>3(n) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.</p> <p>3(o) The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.</p> <p>3(p) The teacher is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.</p> <p>3(q) The teacher seeks to foster respectful communication among all members of the learning community.</p> <p>3(r) The teacher is a thoughtful and responsive listener and observer.</p>

Standard 4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

PERFORMANCES	ESSENTIAL KNOWLEDGE
<p>4(a) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.</p> <p>4(b) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.</p> <p>4(c) The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.</p> <p>4(d) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.</p> <p>4(e) The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.</p> <p>4(f) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.</p> <p>4(g) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.</p> <p>4(h) The teacher creates opportunities for students to learn, practice, and master academic language in their content.</p> <p>4(i) The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.</p>	<p>4(j) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.</p> <p>4(k) The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.</p> <p>4(l) The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.</p> <p>4(m) The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.</p> <p>4(n) The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.</p>
	CRITICAL DISPOSITIONS
	<p>4(o) The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.</p> <p>4(p) The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.</p> <p>4(q) The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.</p> <p>4(r) The teacher is committed to work toward each learner's mastery of disciplinary content and skills.</p>

Standard 5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

PERFORMANCES	ESSENTIAL KNOWLEDGE
<p>5(a) The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).</p> <p>5(b) The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).</p> <p>5(c) The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.</p> <p>5(d) The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.</p> <p>5(e) The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.</p> <p>5(f) The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.</p> <p>5(g) The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.</p> <p>5(h) The teacher develops and implements supports for learner literacy development across content areas.</p>	<p>5(i) The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.</p> <p>5(j) The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.</p> <p>5(k) The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.</p> <p>5(l) The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.</p> <p>5(m) The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.</p> <p>5(n) The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.</p> <p>5(o) The teacher understands creative thinking processes and how to engage learners in producing original work.</p> <p>5(p) The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.</p>
	CRITICAL DISPOSITIONS
	<p>5(q) The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.</p> <p>5(r) The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.</p> <p>5(s) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.</p>

Standard 6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

PERFORMANCES	ESSENTIAL KNOWLEDGE
<p>6(a) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.</p> <p>6(b) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.</p> <p>6(c) The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.</p> <p>6(d) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.</p> <p>6(e) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.</p> <p>6(f) The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.</p> <p>6(g) The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.</p> <p>6(h) The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.</p> <p>6(i) The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.</p>	<p>6(j) The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.</p> <p>6(k) The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.</p> <p>6(l) The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.</p> <p>6(m) The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.</p> <p>6(n) The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.</p> <p>6(o) The teacher knows when and how to evaluate and report learner progress against standards.</p> <p>6(p) The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.</p>
	CRITICAL DISPOSITIONS
	<p>6(q) The teacher is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.</p> <p>6(r) The teacher takes responsibility for aligning instruction and assessment with learning goals.</p> <p>6(s) The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.</p> <p>6(t) The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.</p> <p>6(u) The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.</p> <p>6(v) The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.</p>

Standard 7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

PERFORMANCES	ESSENTIAL KNOWLEDGE
<p>7(a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.</p> <p>7(b) The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.</p> <p>7(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.</p> <p>7(d) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.</p> <p>7(e) The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate learning experiences to meet unique learning needs.</p> <p>7(f) The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.</p>	<p>7(g) The teacher understands content and content standards and how these are organized in the curriculum.</p> <p>7(h) The teacher understands how integrating crossdisciplinary skills in instruction engages learners purposefully in applying content knowledge.</p> <p>7(i) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.</p> <p>7(j) The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.</p> <p>7(k) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.</p> <p>7(l) The teacher knows when and how to adjust plans based on assessment information and learner responses.</p> <p>7(m) The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).</p>
	CRITICAL DISPOSITIONS
	<p>7(n) The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.</p> <p>7(o) The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.</p> <p>7(p) The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.</p> <p>7(q) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.</p>

Standard 8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

PERFORMANCES	ESSENTIAL KNOWLEDGE
<p>8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.</p> <p>8(b) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.</p> <p>8(c) The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.</p> <p>8(d) The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.</p> <p>8(e) The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.</p> <p>8(f) The teacher engages all learners in developing higher order questioning skills and metacognitive processes.</p> <p>8(g) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.</p> <p>8(h) The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.</p> <p>8(i) The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).</p>	<p>8(j) The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.</p> <p>8(k) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.</p> <p>8(l) The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.</p> <p>8(m) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self expression, and build relationships.</p> <p>8(n) The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.</p> <p>8(o) The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.</p>
	CRITICAL DISPOSITIONS
	<p>8(p) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.</p> <p>8(q) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.</p> <p>8(r) The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.</p> <p>8(s) The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.</p>

Standard 9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

PERFORMANCES	ESSENTIAL KNOWLEDGE
<p>9(a) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.</p> <p>9(b) The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.</p> <p>9(c) Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.</p> <p>9(d) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.</p> <p>9(e) The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.</p> <p>9(f) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.</p>	<p>9(g) The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.</p> <p>9(h) The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.</p> <p>9(i) The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.</p> <p>9(j) The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).</p> <p>9(k) The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.</p>
	CRITICAL DISPOSITIONS
	<p>9(l) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.</p> <p>9(m) The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.</p> <p>9(n) The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.</p> <p>9(o) The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.</p>

Standard 10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

PERFORMANCES	ESSENTIAL KNOWLEDGE
<p>10(a) The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.</p> <p>10(b) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.</p> <p>10(c) The teacher engages collaboratively in the schoolwide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.</p> <p>10(d) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.</p> <p>10(e) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well being.</p> <p>10(f) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.</p> <p>10(g) The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.</p> <p>10(h) The teacher uses and generates meaningful research on education issues and policies.</p> <p>10(i) The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.</p> <p>10(j) The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.</p> <p>10(k) The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.</p>	<p>10(l) The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.</p> <p>10(m) The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.</p> <p>10(n) The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.</p> <p>10(o) The teacher knows how to contribute to a common culture that supports high expectations for student learning.</p>
	CRITICAL DISPOSITIONS
	<p>10(p) The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.</p> <p>10(q) The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.</p> <p>10(r) The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.</p> <p>10(s) The teacher takes responsibility for contributing to and advancing the profession.</p> <p>10(t) The teacher embraces the challenge of continuous improvement and change.</p>

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GLOSSARY

Analysis – examination of a thing to determine its parts.

Artifacts – examples of educator and/or student workmanship used to determine the quality of instruction in a classroom. Instructional artifacts may include lesson plans, assignments, scoring rubrics and student work.

Artifacts listed are

- A list of examples or suggested artifacts not all required
- Artifacts not mentioned on this list can be added as a result of the preconference with the administrator
- Artifacts to be collected are not the sole responsibility of the educator or evaluator, but a combination of both
- Artifacts can be used for multiple constructs and would not be required to be duplicated
- Artifacts should address all bullets within the construct of the rubric
- An artifact Tracking Document should be used during the process. The document should show a connection with the rubric

Assessment –

Formative - data are collected throughout a unit of instruction to help make “mid lesson unit” corrections prior to the graded Summative Assessment. (Informing teachers of what students are learning during instruction. Examples: formative test, peer evaluation, observation, questioning, exit card, portfolio check, quiz, journal entry, self-evaluation.

Summative – data collected to determine a student’s mastery of knowledge (facts), understandings (concepts and principles), and skills used for the purpose of a final grade, decision, or report that causes teachers to align formative and pre-assessments with the “end in mind.” (determining what students know or have learned: Examples: unit test, benchmark test, performance task, product/exhibit, demonstration, portfolio review, etc.)

Best Practices – techniques or methodologies that, through experience and research, have proven to lead reliably to a desired result.

Collaboration – an interactive process that enables educators with diverse expertise to work together as equals and engage in shared decision making toward mutually defined goals.

Content – subject matter or discipline that educators are being prepared to teach at the elementary, middle and/or secondary levels. Content also refers to the professional field of study (e.g., special education, early childhood education, school psychology, reading, or school administration).

Content knowledge – concepts, principles, relationships, processes and application a student should know within a given academic subject appropriate for their developmental age/grade level.

Continuous Improvement Plan – a set of instructional decisions made designed to bring gradual, but continual improvement to a process through constant review.

Co-teaching – the practice of having two or more educators in a classroom, delivering or assisting in the daily lesson.

Cross-Curricular – a conscious effort to apply knowledge, principles, and/or values to more than one academic discipline simultaneously. The disciplines may be related through a central theme, issue, problem, process, topic, or experience. The organizational structure of interdisciplinary/cross-curricular teaching is called a theme, thematic unit, project based learning or unit, which is a framework with goals/outcomes that specify what students are expected to learn as a result of the experiences and lessons that are a part of the unit.

Curriculum – courses, experiences, and assessments, necessary to prepare students at a specific grade/developmental level.

Data – factual information, often in the form of facts or figures, used as a basis for making calculations or drawing conclusions.

Diversity – differences among groups of people and individuals based on ethnicity, race, socio-economic status, gender, exceptionalities, language and geographical area.

Ethnicity – physical and cultural characteristics that make a social group distinctive. These characteristics may include, but are not limited to, national origin, ancestry, language, shared history, traditions, values, and symbols – all of which contribute to a sense of distinctiveness among members of the group.

Evaluator – one who examines or judges carefully to appraise.

Evaluation – a systematic determination of merit and significance, of someone using criteria against a set of standards.

Exceptionalities – physical, mental, or emotional conditions, including gifted/talented abilities, that require individualized instruction and/or other educational support or services.

Experienced teacher – a teacher that has completed a minimum of three years teaching in a given district and holds a valid Kansas teaching License.

Fairness – The commitment demonstrated in striving to meet the educational needs of all students in a caring, non-discriminatory, and equitable manner.

Feedback – when observation results in output that is returned, or fed-back, to modify the next action.

Informal - often consists of conversations between the evaluator and the employee. These sessions occur on a more regular basis than formal feedback sessions. Peers can provide informal feedback in the form of peer rewards or a verbal acknowledgment. This form of feedback gives the employee an immediate sense of job performance

Formal - planned feedback gathering sessions take place on a previously agreed to review cycle. The school determines the timeline according to its performance management plans. When a formal feedback session takes place, evaluators document the outcome of the session and share outcomes with teacher. The documentation then goes into the personnel file of the person being evaluated.

IDP/PGP – individual development plan or the professional growth plan is a plan designed to foster

Inclusive Education - Refers to the education of each student in the least restrictive environment to the maximum extent appropriate.

IEP – individual educational plan is a document that delineates special education services for special-needs students. The IEP includes any modifications that are required in the regular classroom and any additional special programs or services.

Inclusive education - Refers to the education of each student in the least restrictive environment to the maximum extent appropriate.

Instructional practice – techniques, methods, processes and strategies that are used in the art of teaching. Best, or research-based, refers to those instructional practices that have proven themselves over time to accomplish a given task.

InTASC Standards – The Interstate Teaching and Support Consortium has developed a standards-based model around four general categories to support schools and states in defining effective teaching.

ISLLC – the Interstate School Leaders Licensure Consortium Standards reflect research based guidance and insight about the traits, functions of work and responsibilities of building and district leaders.

Itinerant teacher – a teacher that travels, teaching in more than one school. Often refers to special education teachers and other professionals that are licensed in a particular field.

Learner – refers to anyone who is learning: student, pupil, apprentice, trainee, teacher, leader.

Licensure – The official recognition by a state governmental agency that an individual has met certain qualifications specified by the state and is, therefore, approved to practice in an occupation as a professional.

Log – a journal completed by an educator containing information and contributions relevant to their area and documenting progress on previously agreed upon goals and objectives.

Mentor – an educational colleague who shares his or her expertise with a colleague of similar career or field of study aspirations.

Mentoring program – a program in which high-quality educators pair with new to the profession educators for a period of at least one school year for support and collaboration.

Multiple building teachers – teachers assigned to teach in more than one building.

Pedagogical content knowledge – Pedagogical content knowledge identifies the distinctive bodies of knowledge for teaching. It represents the blending of content and pedagogy into an understanding of how particular topics, problems or issues are organized, represented, and adapted to the diverse interests and abilities of learners, and presented for instruction.

Performance Criteria – Qualities or levels of educator proficiency that are used to evaluation performance, as specified in scoring guides such as descriptions or rubrics.

Observation cycle – a single school year where a planned schedule of formal and informal observations followed by formal and informal feedback and a summative assessment are completed

Outcomes – are defined in terms of the knowledge, skills, and abilities that students and teachers have attained as a result of their involvement in a particular set of educational experiences.

Peer coach – Peer coaching is a partnership between teachers in a nonjudgmental environment built around a collaborative and reflective dialogue. It is a confidential process through which instructors share their expertise and provide one another with feedback, support, and assistance for the purpose of enhancing learning by refining present skills, learning new skills, and/or solving classroom-related problems.

Plan of Assistance – a strategy for professional learning and growth designed to address an educator's deficiencies in meeting designated performance standards, based on the results of an evaluation. The plan of assistance should indicate goals and objectives for improvement, an action plan for improvement, what staff and resources are available, the timeline for development activities, benchmarks for ensuring that professional growth is occurring, and measures for verifying achievement of the goals and objectives (wmich.edu)

Professional Goals – objectives that are the desired result an educator envisions, plans, and commits to achieve as part of the IDP or PGP.

Professional Responsibilities – addresses an educator's additional responsibilities beyond teaching, including self-assessment and reflection, communication with parents, participating in on-going professional learning, and contributing to the school and district environment.

Reflection – examination of instructional practices.

Related Service Providers – any person or agency providing support to a student identified for special education from the following list of services: Assistive Technology; Audiology; Counseling Services; Early Identification; Medical diagnostic services; Occupational Therapy; Orientation and Mobility; Parent Counseling and Training; Physical Therapy; Psychological Services; Recreation Therapy; Rehabilitation Counseling; School Health Services; Social Work Services; Speech-Language Pathology; Transition Services; and Transportation.

Resources – somebody or something that is a source of help or information, such as money, personnel, or equipment

Resource Room – a classroom, generally taught by a special education teacher, that provides support and assistance to students in their general education course work

Rubric – a chart composed of criteria for evaluation and levels of fulfillment of those criteria. A rubric allows for standardized evaluation according to specified criteria, making evaluations simpler and more transparent.

Skills – the ability to use content, professional and pedagogical knowledge effectively and readily in diverse teaching settings in a manner that ensures that all students are learning.

Standards – adopted by the state board that specify the knowledge, competencies, and skills necessary to perform in a particular role or position.

Technology – includes a range of tools educators can use to enhance instruction. Refers specifically to electronic equipment. Examples would include smart boards, document cameras, web-based media, calculators, media devices, cameras [video and still], adaptive technology devices, robotics, etc.

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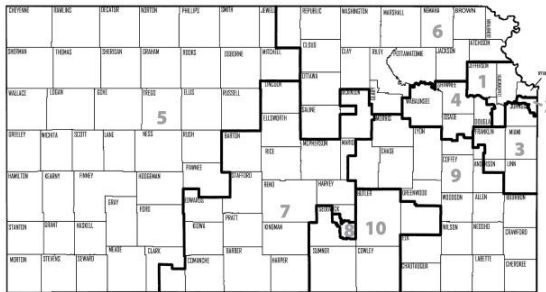
Kansas State Board of Education
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Education Priorities of the Kansas State Board of Education

Ensure that all students meet or exceed high academic standards and are prepared for their next steps (e.g., the world of work and/or post secondary education). To accomplish the mission of the Kansas State Board of Education, the Board has identified four goals. They are as follows:

- Redesign the delivery system to meet our students' changing needs.
- Provide an effective educator in every classroom.
- Ensure a visionary and effective leader in every school.
- Improve collaboration with families and communities, constituent groups and policy partners.

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An Equal Employment/Educational Opportunity Agency

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies:

KSDE General Counsel, 120 SE 10th Ave., Topeka, KS 66612 (785) 296-3201